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ABSTRACT

Compiled for school administrators, teachers, researchers, information specialists, professional organizations, students, and others interested in locating educational resources on the American Indian, this annotated bibliography supplements six previous publications put out by the Educational Resources Information Center/Clearinghouse on Rural Education and Small Schools (ERIC/CRESS). Part I of this bibliography presents 193 citations and abstracts which appeared in Resources in Education (RIE) between April 1975 and March 1976. Each RIE citation includes: an ERIC accession number (ED); author(s); title; source; date of publication; availability; descriptors; identifier(s); and the abstract. Part II presents 82 citations from Current Index to Journals in Education (CIJE) which appeared between April 1975 and March 1976. Each CIJE citation includes information comparable to that of the RIE citations with the exception that annotations are only provided when necessary. Part III presents a combined RIE-CIJE subject index, and Part IV lists the standing order microfiche collections found throughout the world. Covering a wide variety of materials, the subject areas most often cited are: American Indian culture and languages; cultural awareness and background; bilingual education; library services; program development and evaluation; reservations; educational legislation; and self-actualization. (JC)

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ED127056

AMERICAN INDIAN EDUCATION

A SELECTED BIBLIOGRAPHY

(with ERIC Abstracts)

ERIC/CRESS Supplement No. 7

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The booklet may be duplicated in whole or in part, whenever such duplication is in the interest of bettering education.

PREVIOUS BIBLIOGRAPHIES:

American Indian Education, A Selected Bibliography. (ED 030 780) August 1969

American Indian Education, A Selected Bibliography. Supplement No. 1
(ED 044 213) October 1970

American Indian Education, A Selected Bibliography. Supplement No. 2
(ED 058 980) September 1971

American Indian Education, A Selected Bibliography (with ERIC Abstracts).
ERIC/CRESS Supplement No. 3 (ED 075 121) March 1973

American Indian Education, A Selected Bibliography (with ERIC Abstracts).
ERIC/CRESS Supplement No. 4 (ED 086 378) February 1974

American Indian Education, A Selected Bibliography (with ERIC Abstracts).
ERIC/CRESS Supplement No. 5 (ED 100 547) February 1975

American Indian Education, A Selected Bibliography (with ERIC Abstracts).
ERIC/CRESS Supplement No. 6 (ED 107 427) June 1975

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INTRODUCTION

The Educational Resources Information Center (ERIC) is a federally funded national information system dedicated to the improvement of education through the dissemination of educational resources and research-related materials. ERIC aids school administrators, teachers, researchers, information specialists, porfessional organizations, students, and others in locating and using educational resources.

Each of the ERIC network centers focuses on a separate area (or areas) of education (for a listing of the individual clearinghouses, readers should consult a current issue of Resources in Education, formerly Research in Education.) It is the responsibility of the ERIC Clearinghouse on Rural Education and Small Schools (CRESS) to collect materials related to rural education and small schools, and American Indian, Mexican American, migrant, and outdoor education and to input these materials into the national ERIC system.

A main function of the ERIC system is to process documents other than current journal articles for announcements in Resources in Education (RIE), a monthly publication containing abstracts of research, research-related reports, and resource materials in education as input by the various clearinghouses. In addition, ERIC compiles the Current Index to Journals in Education (CIJE), a monthly index which provides citations from over seven hundred major publications: journals, quarterlies, annuals, and yearbooks.

About the Bibliography

The present bibliography was compiled to provide access to some of the latest resource material, research findings, and/or developments in American Indian education. The present bibliography is a supplement to seven previous ERIC/CRESS publications. The previously published bibliographies, in conjunction with the present supplement, comprise a series of bibliographies designed to provide cumulative coverage of American Indian education throughout the currently available issues of RIE and CIJE. (It should be noted that microfiche and hard copy prices in previously published bibliographies do not reflect current ERIC Document Reproduction service pricing; however, prices given therein may be computed as per the instructions on the order blank appended to the present bibliography.

In conducting the computer search of the ERIC tapes for the purpose of compiling this bibliography, the only term used was American Indian. The output was then screened for relevancy to American Indian education.

Sources of Material

Resources in Education. Part I of the present supplement contains citations and abstracts which have appeared in RIE from the April 1975 issue through the March 1976 issue. RIE contains subject, author, and institution indexes, along with document resumes which include the ERIC accession number, author(s), title source(s), date of publication, ERIC Document Reproduction Services prices or an alternate availability, and the abstract.

For the subject index, two types of descriptive terms are available for RIE as well as CIJE: descriptors and identifiers. Descriptors are technically meaningful terms or short phrases that have been incorporated into the Thesaurus of ERIC Descriptors. Descriptors are used to characterize the document and for indexing and retrieval purposes. Only major descriptors (those preceded by an asterisk) are used for indexing purposes in this bibliography.

Proper names of persons, geographical locations, trade names, and so on may be important in describing a document. These terms, called identifiers, are not found in the Thesaurus. Identifiers are included with the citations in RIE for descriptive purposes. Major identifiers (those preceded by an asterisk) are not indexed in this bibliography.

When using the RIE section of this bibliography, the reader is encouraged (1) to utilize the subject index in identifying relevant materials, (2) to examine the resumes to determine appropriateness of materials, and (3) to obtain microfiche or hard copy reproductions of documents from ERIC Document Reproduction Service. The reproductions must be ordered as described on the order blank appended to the present bibliographic supplement.

The reader is reminded that there are numerous complete microfiche collections of ERIC materials throughout the nation which may be used by the public. A list containing the locations of these standing orders may be found in Section IV of this publication.

Current Index to Journals in Education. Part II of this supplement, CIJE coverage, includes citations from CIJE beginning with the April 1975 issue and continuing through the March 1976 issue. Entries listed in the CIJE section of this bibliography are processed in a slightly different manner than are RIE citations. Brief annotations take the place of RIE abstracts. Furthermore, annotations are provided only when it is thought that the article being processed cannot be described adequately by a combination of major and minor descriptors, identifiers, and information in the title. Each journal citation includes the publication date, article title, personal author(s), journal title (sometimes abbreviated), and information on the volume, number, and pages. Please note that there are two CIJE entries per page.

Since CIJE entries are not available from ERIC Document Reproduction Service, the reader is encouraged to take advantage of his local library in locating the journals he wishes to use.

The Subject Index

A combined RIE and CIJE is provided at the end of the present bibliography to assist the user in locating citations pertaining to a given subject area within the realm of American Indian education. The index terms, descriptors under which the citations were indexed in RIE and CIJE, are from the Thesaurus of ERIC Descriptors. Only major descriptors (those preceded by an asterisk) are indexed; major identifiers are not indexed in this bibliography.

Each citation in the bibliography is headed by an ERIC accession number. Entries from RIE are assigned an ED number; those from CIJE are assigned an EJ number. In both the RIE and CIJE sections, the citations appear in numerical order according to the accession number. The citations are referenced in the index by the accession number.

Ordering Information

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Document Contributions

Persons desiring to contribute materials such as those cited in this bibliography may do so by sending one copy (two if available) to:

ERIC/CRESS Acquisitions
New Mexico State University
Box 3 AP
Las Cruces, New Mexico 88003

PART I: CITATIONS FROM RESOURCES IN EDUCATION

ACCESSION NUMBER: ED098451

PUBLICATION DATE: FEB 74

TITLE: IDENTITY GROUPS WITH AMERICAN INDIAN ADOLESCENTS.

PERSONAL AUTHOR: HAMMERSCHLAG, CARL A.

DESCRIPTOR: ADOLESCENTS; *AMERICAN INDIANS; IDENTIFICATION (PSYCHOLOGICAL); *MINORITY GROUPS; SELF ACTUALIZATION; *SELF CONCEPT; *T GROUPS; THERAPY

DESCRIPTIVE NOTE: 16P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN GROUP PSYCHOTHERAPY ASSOCIATION (NEW YORK, NEW YORK, FEBRUARY 1974)

THE STRUGGLE FOR SELF DISCOVERY IS THE MAJOR TASK OF ADOLESCENT DEVELOPMENT. THAT STRUGGLE CAN BE MAGNIFIED BY CERTAIN PSYCHOSOCIAL FORCES WHICH RETARD SUCH EGO IDENTITY DEVELOPMENT. AMERICAN INDIANS SHARE A CENTURIES OLD, PSYCHOHISTORICAL EXPERIENCE OF MASSIVE DISENFRANCHISEMENT, POWERLESSNESS, AND ENFORCED DEPENDENCY. ITS SYMPTOMATIC LEGACY IS FAMILY DISINTEGRATION, UNEMPLOYMENT, ALCOHOLISM, AND OTHER SUICIDAL BEHAVIOR. FOR AMERICAN INDIAN ADOLESCENTS, WHO SEE SUCH MANIFESTATIONS IN THEIR PARENTS AND TRIBES, IT OFTEN TRIGGERS AN UNUSUALLY STORMY ADOLESCENT STRUGGLE. THE ANTICIPATED ALIENATION, DISORIENTATION, AND CONFUSION OF ADOLESCENCE BECOMES MAGNIFIED IN THE FACE OF SUCH NEGATIVE IDENTIFICATIONS. THIS PAPER OUTLINES A SMALL GROUP EXPERIENCE AND THE ISSUES WITH WHICH THESE YOUNG PEOPLE DEAL, ITS EFFICACY AND OUTCOME. (AUTHOR)

Page 2 blank

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ACCESSION NUMBER: ED098797

PUBLICATION DATE: 74

TITLE: MY FAMILY.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *BILINGUAL EDUCATION; *ELEMENTARY EDUCATION; ENGLISH (SECOND LANGUAGE); *ESKIMOS; INSTRUCTIONAL MATERIALS; LANGUAGE INSTRUCTION; READING INSTRUCTION; *READING MATERIALS; TEXTBOOKS

IDENTIFIER: ALASKA; *INUPIAT

DESCRIPTIVE NOTE: 35P.

THIS ELEMENTARY READER IS DESIGNED FOR USE IN A BILINGUAL INUPIAT-ENGLISH PROGRAM IN BUCKLAND AND DEERING, ALASKA. IT IS THE STORY OF A SMALL BOY NAMED PAUL AND HIS FAMILY. THE INUPIAT TEXT AND ITS ENGLISH EQUIVALENT ARE NEVER IN OPPOSITION. THE INUPIAT TEXT IS PRESENTED ON A PICTURE PAGE, WITH THE ENGLISH ON THE BACK. THE ILLUSTRATIONS, BY J. LESLIE HANSON, ARE IN COLOR. (PMP)

ACCESSION NUMBER: ED098798

PUBLICATION DATE: 74

TITLE: TELLER READER.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *BILINGUAL EDUCATION; *ELEMENTARY EDUCATION; *ESKIMOS; INSTRUCTIONAL MATERIALS; READING INSTRUCTION; *READING MATERIALS; TEXTBOOKS

IDENTIFIER: ALASKA; *INUPIAT

DESCRIPTIVE NOTE: 114P.

THIS ELEMENTARY READER IS DESIGNED FOR USE IN A BILINGUAL INUPIAT-ENGLISH PROGRAM. DEVELOPED BY THE PEOPLE OF TELLER, ALASKA, IT CONSISTS OF A SERIES OF SHORT READINGS. THE INUPIAT TEXT AND ITS ENGLISH EQUIVALENT ARE NEVER IN OPPOSITION. THE INUPIAT TEXT IS FOLLOWED BY A PICTURE PAGE, AND THE ENGLISH TEXT IS ALWAYS ON THE BACK OF THE PICTURE PAGE. THIS IS DONE SO THAT THE STUDENT WILL READ THE INUPIAT TEXT WITHOUT INTERFERENCE FROM THE ENGLISH. THE ILLUSTRATIONS, BY J. L. HANSON, ARE IN BLACK AND WHITE. (AUTHOR/PMP)

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ACCESSION NUMBER: ED099149

PUBLICATION DATE: APR 74

TITLE: A TEACHER'S GUIDE TO: INDIANS AND THE OUTDOOR CLASSROOM.

PERSONAL AUTHOR: SCHUMACHER, C. M.

DESCRIPTOR: *AMERICAN INDIANS; BOTANY; DEFINITIONS; ECOLOGY; *ENVIRONMENTAL EDUCATION; *OUTDOOR EDUCATION; *PLANT IDENTIFICATION; *TEACHING GUIDES

IDENTIFIER: *SOUTH DAKOTA

DESCRIPTIVE NOTE: 35P.

AS A BASIC TEACHER'S GUIDE TO THE STUDY OF PLANTS IN THEIR ENVIRONMENT, THIS DOCUMENT SERVES PRIMARILY AS A STARTING POINT FOR OUTDOOR EDUCATION WITH AN AMERICAN INDIAN EMPHASIS IN THE STATE OF SOUTH DAKOTA. THE STATE IS DIVIDED INTO THREE BROAD ENVIRONMENTAL CATEGORIES OR "BIOTIC COMMUNITIES" (PRAIRIE AND PLAINS, WOODLANDS, AND WET PLACES); LISTS OF PLANTS FOUND IN EACH OF THESE BIOTIC COMMUNITIES ARE GROUPED UNDER THE FURTHER CLASSIFICATIONS OF TREES, SHRUBS AND WOODY VINES, FORBS, AND GRASSES. EACH PLANT LISTED IS IDENTIFIED BY BOTH COMMON AND SCIENTIFIC NAMES. DETAILED ANNOTATIONS FOLLOWING EACH DEFINITION EMPHASIZE THE AMERICAN INDIAN USAGE AND/OR KNOWLEDGE OF THE PLANT DESCRIBED. AN INDEX IS PROVIDED. (JC)

ACCESSION NUMBER: ED099150

PUBLICATION DATE: NOV 74

TITLE: GUIDE TO FUNDING SOURCES FOR AMERICAN INDIAN LIBRARY AND INFORMATION SERVICES.

PERSONAL AUTHOR: CAWLEY, REBECCA, COMP.

DESCRIPTOR: *AMERICAN INDIANS; FEDERAL AID; *FINANCIAL SUPPORT; *FOUNDATION PROGRAMS; GUIDES; INCENTIVE GRANTS; *INFORMATION SERVICES; LEGISLATION; *LIBRARY PROGRAMS; NONRESERVATION AMERICAN INDIANS; RESERVATIONS (INDIAN)

DESCRIPTIVE NOTE: 71P.

PREPARED TO ASSIST THOSE RESPONSIBLE FOR LIBRARY PROGRAMS SERVING AMERICAN INDIAN PEOPLE, THIS FUNDING GUIDE IDENTIFIES POTENTIAL FUNDING SOURCES FOR THESE PROGRAMS. FOUR DOCUMENTS CONSULTED TO DEVELOP THE LIST OF PROGRAM AND GRANTS ARE: (1) "U.S. CATALOG OF FEDERAL DOMESTIC ASSISTANCE"; (2) "FEDERAL GOVERNMENTAL HEALTH, EDUCATION, AND WELFARE PROGRAMS OF ASSISTANCE TO AMERICAN INDIANS RESIDING ON FEDERAL RESERVATIONS"; (3) "FOUNDATION DIRECTORY"; AND (4) "FOUNDATION GRANTS INDEX". THE 30 PROGRAMS AND 6 FOUNDATIONS LISTED ARE OF THREE BASIC TYPES: (1) THOSE WHICH LIBRARIES APPLY TO SEPARATELY, (2) THOSE WHERE LIBRARIES ARE INCLUDED AS PART OF A LARGER INSTITUTION, AND (3) THOSE WHERE LIBRARIES CAN APPLY EITHER WAY. INFORMATION GIVEN FOR EACH PROGRAM INCLUDES: PROGRAM TITLE, ITS POPULAR NAME, THE CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER, TOTAL APPROPRIATIONS FOR PROGRAM AND TOTAL FOR INDIAN LIBRARY PURPOSES, NATURE AND PURPOSE OF PROGRAM, WHO CAN APPLY AND HOW TO APPLY, ADDRESS FOR OBTAINING FURTHER INFORMATION, PRINTED INFORMATION AVAILABLE, AUTHORIZING LEGISLATION, AND ADMINISTERING AGENCY. INFORMATION GIVEN FOR EACH FOUNDATION INCLUDES: FOUNDATION NAME, FOUNDATION INDEX NUMBER, PURPOSE, FINANCIAL INFORMATION, AND SAMPLE GRANTS GIVEN. (NQ)

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ACCESSION NUMBER: ED099151

PUBLICATION DATE: 74

TITLE: EMERGING ROLE OF THE TEACHER AIDE IN NAVAJO EDUCATION. A GUIDE BOOK.

PERSONAL AUTHOR: PRATT, WAYNE T., ED.; RAMEY, JOSEPH H., ED.

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; COUNSELING; CREATIVE ACTIVITIES; CURRICULUM DEVELOPMENT; LANGUAGE ARTS; PARENT TEACHER COOPERATION; *ROLE PERCEPTION; SECOND LANGUAGE LEARNING; STORY TELLING; *TEACHER AIDES; *TEACHING GUIDES; TEAM TEACHING

IDENTIFIER: *NAVAJOS

DESCRIPTIVE NOTE: 179P.

BASED ON THE EXPERIENCES OF 52 NAVAJO TEACHER AIDES IN A 10 WEEK TRAINING COURSE (1974), THIS TEACHER AIDE GUIDE BOOK FOR ALL GRADE LEVELS IS PRIMARILY DESCRIPTIVE, THOUGH "HELPFUL HINTS" ARE PROVIDED FOR TEACHER AIDES IN BUREAU OF INDIAN AFFAIRS SCHOOLS FOR NAVAJO CHILDREN. EMPHASIZING THE IMPORTANCE OF THE TEACHER AIDE'S ROLE IN THE "TEAM TEACHING PROCESS", TEACHER AIDES ARE ENCOURAGED TO ENVISION THEIR ROLE AS A "VITAL LINK IN THE TEAM TEACHING PROCESS" AND TO SEEK FURTHER PROFESSIONAL TRAINING SO THAT THEY ULTIMATELY QUALIFY AS TEACHERS. BRIEF SECTIONS ON THE AMERICAN INDIAN, IN GENERAL, AND THE HISTORY OF INDIAN EDUCATION, IN PARTICULAR, ARE FOLLOWED BY CHAPTERS DEALING WITH: CURRICULUM DEVELOPMENT (DEFINITIONS, CONTRIBUTIONS, AND SUGGESTIONS); LANGUAGE ARTS (EMPHASIS ON THE IMPORTANCE OF COMMUNICATION SKILLS); THE ENGLISH PHONETIC SYSTEM (ILLUSTRATIONS, ARRANGED FOR EASY REPRODUCTION, INCLUDE PICTURES WITH WRITTEN AND PRINTED ALPHABETS); STORYTELLING (THE ART OF STIMULATING STORYTELLING IS DESCRIBED WITH EXAMPLES OF STORIES TOLD BY CHILDREN); CREATIVE ACTIVITIES (25 SPECIFIC ACTIVITIES); COUNSELING (APPROACHES); PARENT/TEACHER RELATIONSHIPS AND PARENT/TEACHER AIDE RELATIONSHIPS (EMPHASIS ON THE IMPORTANCE OF COMMUNICATION); ROLE DIFFERENTIATION (EXAMPLES OF PRACTICES CONSIDERED BOTH HELPFUL AND DETRIMENTAL TO THE TEACHING-LEARNING PROCESS); AND ILLUSTRATED CREATIVE PROJECTS. (JC)

ACCESSION NUMBER: ED099156

PUBLICATION DATE: AUG 74

TITLE: EVALUATION OF WHITE SHIELD SCHOOL, ROSEGLEN, NORTH DAKOTA. PART A: EVALUATION REPORT. RESEARCH AND EVALUATION REPORT SERIES NO. 30-A.

PERSONAL AUTHOR: MATSUSHIGE, SUSAN, COMP.

DESCRIPTOR: ACADEMIC FAILURE; ADMINISTRATOR EVALUATION; *AMERICAN INDIANS; BIAS; BUDGETS; *COMMUNITY RELATIONS; CURRICULUM; *EDUCATIONAL OBJECTIVES; ELEMENTARY SECONDARY EDUCATION; *EVALUATION; MANAGEMENT BY OBJECTIVES; PARENT SCHOOL RELATIONSHIP; *PERFORMANCE SPECIFICATIONS; PERSONNEL EVALUATION; SCHOOL VISITATION; TESTING PROGRAMS

IDENTIFIER: BIA; BUREAU OF INDIAN AFFAIRS; *NORTH DAKOTA; WHITE SHIELD SCHOOL

DESCRIPTIVE NOTE: 91P.; PAGES 154, 165, AND 166 MAY REPRODUCE POORLY. FOR RELATED DOCUMENT, SEE ED 099 157 (APPENDIX TO THIS VOLUME)

IN RESPONSE TO A REQUEST FROM CONCERNED INDIAN MEMBERS OF THE COMMUNITY OF ROSEGLEN, NORTH DAKOTA, AN EVALUATION TEAM VISITED WHITE SHIELD SCHOOL (AN ELEMENTARY/SECONDARY SCHOOL OF 303 STUDENTS, 50 PERCENT INDIAN) ON MAY 13-17, 1974 TO SURVEY: IDENTIFICATION AND CLASSIFICATION OF GOALS, OBJECTIVES, AND PURPOSES; DISTINGUISHING BETWEEN PERCEPTIONS OF ADMINISTRATORS, FACULTY, STUDENTS, COMMUNITY, TRIBAL LEADERS, AND PARENTS; SCHOOL FACILITIES; OPERATIONAL COSTS, PARTICULARLY PER STUDENT COST; STUDENT PERSONNEL (VIA PERSONAL RECORDS AND INTERVIEWS); EDUCATIONAL GOALS (VS. ACTUAL PROGRAM), ESTABLISHING PRIORITIES, AND RECOMMENDING PROGRAMS IN TERMS OF LONG RANGE EDUCATIONAL PLANS. FINDINGS EMPHASIZED A HIGH RATE OF FAILURE AND UNDERACHIEVEMENT AMONG INDIAN STUDENTS; MINIMAL COMMUNITY SCHOOL INTERACTION (DUE TO POOR ADMINISTRATION, WHICH MINIMIZED INFORMATIONAL COMMUNICATION); LACK OF WRITTEN EDUCATION, PARENT/SCHOOL, ADMINISTRATIVE, OR PERSONNEL POLICIES; LACK OF AVAILABLE DATA ON CURRICULUM POLICY; AND A RECOGNIZABLE TAX BREAK IN FAVOR OF NON-INDIAN CONSTITUENCIES. THE COOPERATIVE AGREEMENT BETWEEN THE BUREAU OF INDIAN AFFAIRS, AND THE SCHOOL DISTRICT WAS FOUND TO BE "VAGUE" AND "OUTMODED,...OBVIOUSLY NOT DRAWN UP BY A LAWYER." (JC)

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ACCESSION NUMBER: ED099157

PUBLICATION DATE: AUG 74

TITLE: EVALUATION OF WHITE SHIELD SCHOOL, ROSEGLEN, NORTH DAKOTA. PART B: APPENDIX. RESEARCH AND EVALUATION REPORT SERIES NO. 30-B.

DESCRIPTOR: ACADEMIC FAILURE; *AMERICAN INDIANS; *BUDGETS; *COMMUNITY RELATIONS; *CONTRACTS; DISCIPLINE POLICY; DROPOUTS; ELEMENTARY SECONDARY EDUCATION; EVALUATION CRITERIA; LETTERS (CORRESPONDENCE); PARENT SCHOOL RELATIONSHIP; QUESTIONNAIRES; RECORDS (FORMS); *SCHOOL VISITATION; STUDENT ALIENATION

IDENTIFIER: BIA; BUREAU OF INDIAN AFFAIRS; *NORTH DAKOTA; WHITE SHIELD SCHOOL

DESCRIPTIVE NOTE: 120P.; FOR RELATED DOCUMENT, SEE ED 099 156. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

AS AN APPENDIX TO "EVALUATION OF WHITE SHIELD SCHOOL, ROSEGLEN, NORTH DAKOTA. PART A", AUGUST 1974, THIS DOCUMENT SUBSTANTIATED FINDINGS OF AN EVALUATION TEAM. A BRIEF ON-SITE VISITATION REPORT STATED THAT STUDENTS WANTED MORE FLEXIBLE COURSE REQUIREMENTS AND FIRMER STUDENT DISCIPLINE; TEACHERS WANTED MORE AUTHORITY CLARIFICATION ON DISCIPLINE (BUREAU OF INDIAN AFFAIRS OR SCHOOL DISTRICT); PARENTS WANTED A SCHOOL PROGRAM EVALUATION, RELATIVE TO INDIAN STUDENT DROPOUT AND FAILURE; AND SCHOOL BOARD MEMBERS WANTED WIDER OFFERINGS IN EXTRA CURRICULAR ACTIVITIES AND SPECIAL COURSES THAT WOULD RELATE POSITIVELY TO THE INDIAN SEGMENT OF THE STUDENT POPULATION. FINDINGS SUBSTANTIATED THE EMPHASIS GIVEN IN THIS STUDY TO INDIAN STUDENT FAILURE, DROPOUT CAUSES, AND ALIENATION, JUSTIFYING THE INITIAL INDIAN PARENT CONCERN. INCLUDED ARE BLANK QUESTIONNAIRES FOR DETERMINING THE EXTENT OF SCHOOL COMMUNITY RELATIONS, PARENTS' RIGHTS, AND INFORMATION ABOUT SCHOOL BOARD MEETINGS; COPIES OF COMPARATIVE CONTRACTS AND BUDGETS; LETTERS; MINUTES (A MEETING ON SCHOOL CONSOLIDATION); INDIVIDUAL PARENT REPORTS; STUDENT DISCIPLINARY RULES; MEMORANDUMS; ETC. (JC)

HARD COPY NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED100136

PUBLICATION DATE: 27 APR 73

TITLE: DORMITORY ENGLISH: IMPLICATIONS FOR THE CLASSROOM TEACHER.

PERSONAL AUTHOR: HARVEY, GINA CANTONI

DESCRIPTOR: *AMERICAN INDIANS; *ENGLISH (SECOND LANGUAGE); *INTERFERENCE (LANGUAGE LEARNING); LANGUAGE INSTRUCTION; LANGUAGE PROFICIENCY; LANGUAGE STANDARDIZATION; LANGUAGE TEACHERS; NATIVE SPEAKERS; *NAVAHO; *NONSTANDARD DIALECTS; RESERVATIONS (INDIAN); SECOND LANGUAGE LEARNING; SECOND LANGUAGES

DESCRIPTIVE NOTE: 15P.; FROM "SOUTHWEST AREAL LINGUISTICS," GARLAND BILLS, ED., SAN DIEGO STATE UNIVERSITY, 1974; PAPER PRESENTED AT THE SECOND ANNUAL SOUTHWEST AREAL LINGUISTICS CONFERENCE (ALBUQUERQUE, NEW MEXICO, APRIL 27, 1973)

NAVAHO INDIANS LEARNING ENGLISH TEND TO USE TWO VERSIONS OF THE LANGUAGE: CLASSROOM ENGLISH AND AN INFORMAL DIALECT SPOKEN OUTSIDE SCHOOL. THE SOUNDS OF NAVAHO ARE IMPOSED ON SPOKEN ENGLISH, AND THE PHONOLOGICAL DEVIATIONS PRODUCE MORPHOLOGICAL AND SYNTACTICAL ERRORS. MISTAKES IN VERB TENSE AND IN SINGULAR AND PLURAL SUFFIXES ARE COMMON. THE VALUE OF TEACHING ENGLISH AS A SECOND LANGUAGE IS QUESTIONABLE; PERHAPS IT SHOULD BE TAUGHT AS AN ALTERNATE DIALECT, AND TEACHERS SHOULD CITE ECONOMIC OPPORTUNITY AS MOTIVATION TO LEARN. NAVAHO STUDENTS WERE TESTED FOR THEIR ABILITY TO RECOGNIZE AND USE COMPREHENSION CLUES IN READING ENGLISH; RESULTS INDICATE THAT READING SKILL RESTS ON ORAL LINGUISTIC COMPETENCE. TEACHERS COULD USE A KNOWLEDGE OF LINGUISTICS TO IMPROVE THEIR LANGUAGE INSTRUCTION. (CK)

ACCESSION NUMBER: FD100182

PUBLICATION DATE: 74

TITLE: EQUATIONAL SENTENCE STRUCTURE IN ESKIMO.

PERSONAL AUTHOR: HOFMANN, TH. R.

DESCRIPTOR: *ALGEBRA; *AMERICAN INDIAN LANGUAGES; DESCRIPTIVE LINGUISTICS; GRAMMAR; LINGUISTIC THEORY; SEMANTICS; SENTENCES; *SENTENCE STRUCTURE; *STRUCTURAL ANALYSIS; STRUCTURAL LINGUISTICS; SYNTAX

IDENTIFIER: *ESKIMO

DESCRIPTIVE NOTE: 33P.

A COMPARISON OF THE SYNTACTIC CHARACTERISTICS OF MATHEMATICAL EQUATIONS AND ESKIMO SYNTAX IS MADE, AND A PROPOSAL THAT ESKIMO HAS A LEVEL OF STRUCTURE SIMILAR TO THAT OF EQUATIONS IS DESCRIBED. P:T PERFORMATIVE CONTRAST IS REANALYZED. QUESTIONS AND SPECULATIONS ON THE FORMAL TREATMENT OF THIS TYPE OF STRUCTURE IN TRANSFORMATIONAL GRAMMAR, AND ITS TREATMENT IN SEMANTIC THEORY, ARE EXAMINED. (AUTHOR/KM)

ACCESSION NUMBER: ED100437

PUBLICATION DATE: JAN 74

TITLE: NORTHLAND PIONEER COLLEGE MANPOWER PLANNING RESOURCE DOCUMENT.

DESCRIPTOR: *AMERICAN INDIANS; ASPIRATION; COMMUNITY DEVELOPMENT; EDUCATIONAL OPPORTUNITIES; *JUNIOR COLLEGES; *MANPOWER DEVELOPMENT; MINORITY GROUPS; *OCCUPATIONAL SURVEYS; RURAL EDUCATION; RURAL POPULATION; UNEMPLOYMENT; *VOCATIONAL EDUCATION

IDENTIFIER: ARIZONA; NAVAHO COUNTY

DESCRIPTIVE NOTE: 42P.

ALTERNATIVES FOR OCCUPATIONAL CURRICULA AT NORTHLAND PIONEER COLLEGE ARE DISCUSSED IN RELATION TO NAVAHO COUNTY ECONOMIC RESOURCES. APPROXIMATELY 85 PERCENT OF THE OCCUPATIONS IN NAVAHO COUNTY DO NOT REQUIRE THE BACCALAUREATE DEGREE AND THUS FALL WITHIN THE REALM OF COMMUNITY COLLEGE EDUCATIONAL RESPONSIBILITY. BECAUSE OF THE SPARSE POPULATION, THE LIMITED RESOURCES, THE EXTREME DISTANCES BETWEEN COMMUNITIES, AND A LACK OF A CENTER OF POPULATION, THE FOLLOWING RECOMMENDATIONS ARE MADE: (1) LEARNING CENTERS SHOULD BE ESTABLISHED IN SEVERAL COMMUNITIES; (2) A CORE CURRICULUM OF INFORMATION NECESSARY IN A VARIETY OF OCCUPATIONS SHOULD BE DEVELOPED; (3) SPECIALIZED EDUCATION SHOULD BE ORGANIZED SO IT MAY BE TAUGHT IN CONCENTRATED SESSIONS; (4) COOPERATIVE EDUCATION AND SHARED FACILITIES WITH HIGH SCHOOLS SHOULD BE EXPLOITED; (5) THE AVAILABILITY OF EDUCATIONAL OPPORTUNITIES TO THE PEOPLE MUST BE PLACED IN HIGH PRIORITY. PROGRAMS IN BUSINESS, AUTOMOTIVE, HEAVY EQUIPMENT MAINTENANCE, CONSTRUCTION TRADES, AND HEALTH MUST BE OFFERED. THESE RECOMMENDATIONS ARE BASED ON EXISTING INFORMATION ON OCCUPATIONS AND MANPOWER NEEDS IN THE COUNTY, WHITE AND NONWHITE (INDIAN) POPULATION DISTRIBUTION, AND A PREVIOUS ASPIRATION STUDY OF HIGH SCHOOL STUDENTS. (AUTHOR/MJK)

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ACCESSION NUMBER: ED100539

PUBLICATION DATE: MAR 74

TITLE: PERSPECTIVES OF ADJUSTMENT: RURAL NAVAJO AND PAPAGO YOUTH. VOLUME 2 OF A FOUR VOLUME FINAL REPORT.

PERSONAL AUTHOR: BELDING, NANCYE; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL ENVIRONMENT; EDUCATIONAL ATTITUDES; EDUCATIONAL QUALITY; EMPLOYMENT OPPORTUNITIES; JOB MARKET; NONRESERVATION AMERICAN INDIANS; RESERVATIONS (INDIAN); *RURAL YOUTH; SELF ACTUALIZATION; *SOCIAL ADJUSTMENT; *VOCATIONAL ADJUSTMENT; *YOUTH PROGRAMS

IDENTIFIER: NAVAJOS; PAPAGOS; RURAL URBAN MIGRATION; *SOUTHWEST

DESCRIPTIVE NOTE: 138P.; FOR RELATED DOCUMENTS, SEE ED 100 538-541.

BASED ON A LITERATURE SURVEY (1965-70 PUBLICATIONS) AND PERSONAL INTERVIEWS WITH SOUTHWESTERN INDIAN LEADERS, URBAN EMPLOYERS, AND COLLEGE TEACHERS (RECOGNIZED AUTHORITIES ON INDIAN PROBLEMS), THIS RESEARCH PROGRAM WAS DIRECTED TOWARD OPTIMIZING THE BENEFITS OF YOUTH PROJECTS FOR NAVAJO AND PAPAGO INDIANS AND FOCUSED ON FACTORS RELATED TO SOCIAL AND OCCUPATIONAL ADJUSTMENT ON RESERVATIONS AND IN RURAL AREAS. SOME FACTORS INFLUENCING NAVAJO AND PAPAGO YOUTH WERE THEIR CHANGING ENVIRONMENT (SOCIAL, CULTURAL, ECONOMIC, MIGRATORY); EDUCATION (VALUES, ATTITUDES, ASPIRATIONS, SKILLS, ETC.); ON-RESERVATION EDUCATIONAL SYSTEM (QUALITY OF SCHOOLS, TEACHERS, TEACHER-STUDENT RELATIONSHIPS, CURRICULA, ETC.); AND PREPARATION FOR TODAY'S JOB MARKET (ON AND OFF RESERVATION). FINDINGS REVEALED THERE ARE AN "ASTOUNDING" NUMBER OF OVERLAPPING FEDERAL AND STATE PROGRAMS AIMED AT HELPING AMERICAN INDIANS, BUT AMERICAN INDIANS HAVE LITTLE TO SAY ABOUT PROGRAM POLICIES OR THEIR MODE OF OPERATION, AND MOST OF THESE PROGRAMS HAVE BEEN UNSUCCESSFUL IN MEETING AMERICAN INDIAN NEEDS. A BASIC PROBLEM WAS CONFLICT BETWEEN WANTING TO STAY ON RESERVATION LANDS AND FINDING THESE LANDS UNABLE TO SUPPORT AN INCREASING POPULATION, RESULTING IN THE ADJUSTMENT PROBLEMS OF RURAL TO URBAN MIGRATION. (JC)

AVAILABILITY: NATIONAL TECHNICAL INFORMATION SERVICE, SPRINGFIELD, VIRGINIA 22151

ACCESSION NUMBER: ED100541

PUBLICATION DATE: SEP 74

TITLE: AN EXPERIMENTAL PROGRAM FOR ETHNIC MINORITY YOUTH FROM THE RURAL SOUTHWEST. VOLUME 4 OF A FOUR VOLUME FINAL REPORT.

PERSONAL AUTHOR: MILES, GUY H.; HENRY, WILLIAM F.

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; BILINGUALISM; DROPOUT PREVENTION; *MEXICAN AMERICANS; POST SECONDARY EDUCATION; PROGRAM COORDINATION; PROGRAM DEVELOPMENT; *RURAL AREAS; SECONDARY EDUCATION; SELF ACTUALIZATION; SOCIAL ADJUSTMENT; SUPPLEMENTARY EDUCATION; *VOCATIONAL ADJUSTMENT; *YOUTH PROGRAMS

IDENTIFIER: NAVAJOS; PAPAGOS; RURAL URBAN MIGRATION; *SOUTHWEST

DESCRIPTIVE NOTE: 68P.; FOR RELATED DOCUMENTS, SEE ED 100 538-540.

AS PART OF A STUDY DESIGNED TO DEVELOP YOUTH PROGRAMS WHICH WOULD MAXIMIZE SOCIAL AND OCCUPATIONAL ADJUSTMENT OF MINORITIES IN THE RURAL SOUTHWEST, THIS REPORT CONTAINS A DETAILED DESCRIPTION OF THE GENERAL FRAMEWORK AND/OR TENTATIVE GUIDELINES FOR A CHICANO YOUTH PROGRAM. ALSO INCLUDED ARE OPERATING PRINCIPLES FOR AN AMERICAN INDIAN PROGRAM DERIVED FROM STUDY OF NAVAJO AND PAPAGO YOUTH. THE CHICANO PROGRAM FOCUSES ON DROPOUT PREVENTION BASED ON THE RELATIONSHIP BETWEEN LACK OF FORMAL EDUCATION AND UNEMPLOYMENT. AS A COMPREHENSIVE, COORDINATED IN-SCHOOL/OUT-OF-SCHOOL PROGRAM DESIGNED TO MEET NEEDS OF RURAL YOUTH (BOTH CHICANO AND ANGLO FROM 8TH GRADE THROUGH 20 YEARS), THIS PROGRAM WOULD: SUPPLEMENT ESTABLISHED SERVICES; EMPHASIZE THE PRAGMATIC ASPECTS OF BILINGUALISM; AND MERGE THE CONCEPTS OF AN "EDUCATIONAL" PROGRAM (IN-SCHOOL) WITH "MANPOWER TRAINING" (OUT-OF-SCHOOL). THE OPERATING PRINCIPLES FOR THE INDIAN PROGRAM EMPHASIZE COORDINATION BETWEEN ON-RESERVATION AND OFF-RESERVATION PROGRAMS; INDIAN INVOLVEMENT IN POLICIES, PROCEDURES, ETC.; AND TOTAL FEDERAL SUPPORT ON A PERMANENT BASIS. ON-RESERVATION GOALS EMPHASIZE TEACHING USEFUL JOB SKILLS AND PROVIDING PRACTICAL EXPERIENCES WHICH DEFINE WAYS INDIAN YOUTH CAN HELP THEIR PEOPLE. OFF-RESERVATION GOALS EMPHASIZE GETTING ALONG IN THE ANGLO CULTURE, BUT FROM AN INDIAN POINT OF VIEW, CONSIDERING SUCH QUESTIONS AS HOW THE ANGLO WORK SYSTEM OPERATES. (JC)

AVAILABILITY: NATIONAL TECHNICAL INFORMATION SERVICE, SPRINGFIELD, VIRGINIA 22151

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ACCESSION NUMBER: ED100542

PUBLICATION DATE: OCT 72

TITLE: A SURVEY OF THE LITERATURE RELEVANT TO INDIAN RURAL YOUTH IN THE SOUTHWESTERN STATES. FINAL REPORT OF PHASE 1 OF A RESEARCH PROGRAM.

PERSONAL AUTHOR: SCHNEIDER, WILLIAM J.; AND OTHERS

DESCRIPTOR: ALCOHOLISM; *AMERICAN INDIANS; CULTURAL DIFFERENCES; CULTURAL ENVIRONMENT; EDUCATIONAL ASSESSMENT; EDUCATIONAL OPPORTUNITIES; EMPLOYMENT PROJECTIONS; JOB TRAINING; *LITERATURE REVIEWS; *RURAL YOUTH; *SOCIAL ADJUSTMENT; SUICIDE; *VOCATIONAL ADJUSTMENT; YOUTH PROGRAMS

IDENTIFIER: NAVAJOS; PAPAGOS; *SOUTHWEST

DESCRIPTIVE NOTE: 66P.

AS ONE PHASE OF A RESEARCH PROGRAM DESIGNED FOR PURPOSES OF DEVELOPING FUTURE YOUTH PROGRAMS AND AS ONE SOURCE FROM WHICH HYPOTHESES, RELEVANT TO THE OCCUPATIONAL AND SOCIAL ADJUSTMENT OF RURAL SOUTHWESTERN INDIAN YOUTH (NAVAJO AND PAPAGO), WERE GENERATED AND LATER TESTED, THIS STUDY PRESENTED A SURVEY OF LITERATURE CONCERNED WITH THE ENVIRONMENT, EDUCATION, PERSONAL CHARACTERISTICS, JOB TRAINING, AND EMPLOYMENT PROSPECTS OF INDIAN YOUTH. LITERATURE SURVEYED REFLECTED THAT THE PAPAGO WERE IN A TRANSITIONAL STATE MIDWAY BETWEEN RELIANCE UPON NATIVE SOCIETY AND ACCEPTANCE OF ALTERNATIVES; THAT DUE TO CULTURAL DIFFERENCES NAVAJO YOUTH EXPERIENCED PROBLEMS WITH WHITE SOCIETY WORK HABITS, FINDING FIXED TIME SCHEDULES AND COMPETITION SOURCES OF STRESS; THAT INCIDENCES OF SUICIDE AND ALCOHOLISM AMONG YOUNG MARRIED NAVAJO MALES HAD INCREASED; THAT ALTHOUGH EDUCATION HAD NOT BEEN PART OF THE INDIAN VALUE SYSTEM, SCHOOL ENROLLMENT HAD BEEN INCREASING; THOUGH INDIAN DROPOUT RATES WERE STILL HIGHER THAN THE NATIONAL AVERAGE, THEY WERE DECLINING; THAT PUBLIC SCHOOLS RARELY REFLECTED INDIAN CULTURE; AND THAT THE BUREAU OF INDIAN AFFAIRS HAD 3 PROGRAMS DIRECTED AT INDIAN OCCUPATIONAL ADJUSTMENT, AS WELL AS OTHERS ESTABLISHED BY CONTRACT WITH PRIVATE INDUSTRY, RESIDENTIAL TRAINING CENTERS, ETC. (JC)

AVAILABILITY: NATIONAL TECHNICAL INFORMATION SERVICE, SPRINGFIELD, VIRGINIA 22151

ACCESSION NUMBER: ED100556

PUBLICATION DATE: JUN 73

TITLE: AN EVALUATION OF THREE EXPERIMENTAL RURAL YOUTH PROJECTS. FINAL REPORT.

PERSONAL AUTHOR: REID, JOSEPH M.

DESCRIPTOR: AMERICAN INDIANS; COMMUNITY RESOURCES; DEMONSTRATION PROGRAMS; *EVALUATION; *GUIDELINES; HIGH SCHOOL STUDENTS; INTERAGENCY PLANNING; PROJECT APPLICATIONS, RECRUITMENT; *RURAL YOUTH; SCHOOL ROLE; *SENIORS; STAFF ROLE; *WORK EXPERIENCE PROGRAMS

IDENTIFIER: *NEIGHBORHOOD YOUTH CORPS; NORTH CENTRAL STATES

DESCRIPTIVE NOTE: 105P.; FOR RELATED DOCUMENTS, SEE ED 100 537 and 565

BACKGROUND RESEARCH SUGGESTED THE NEED FOR SIGNIFICANT CONCEPT CHANGES IN ANTIPOVERTY PROGRAMS SUCH AS NEIGHBORHOOD YOUTH CORPS IN MEETING THE NEEDS OF RURAL YOUTH. A MODEL PROGRAM DESIGNED TO MAXIMIZE SOCIAL AND OCCUPATIONAL ADJUSTMENT OF RURAL YOUTH HAD BEEN CARRIED OUT FOR ONE YEAR BY EACH OF THREE EXPERIMENTAL PROJECTS LOCATED IN NORTHERN MINNESOTA, SOUTHERN IOWA, AND CENTRAL NEBRASKA. THE PURPOSE OF THIS 1972-73 EVALUATION WAS TO TEST THE EFFICACY OF THE GUIDELINES FOR PROGRAM OPERATION AND TO GATHER BASELINE DATA ON EXPERIMENTAL AND CONTROL SUBJECTS (HIGH SCHOOL SENIORS) FOR LATER EVALUATION OF PROGRAM EFFECTIVENESS. MANDATORY PROGRAM COMPONENTS WERE ASSESSMENT; COUNSELING; INTAKE; ORIENTATION; ORIENTATION TO WORK, WORK INFORMATION, OCCUPATIONAL FAMILIARIZATION, AND ARMED SERVICES; AND HEALTH SERVICES. AREAS EVALUATED WERE: ESTABLISHMENT OF EXPERIMENTAL PROJECTS; ROLE OF SPONSORING AGENCY; PROJECT STAFF; UTILIZATION OF SCHOOL ADVISORS; PLANNING; PUBLICITY; COMMUNICATIONS; RECRUITMENT ACTIVITIES; SUMMER PROGRAM; AND IN-SCHOOL PROGRAMS. TWO RECOMMENDATIONS WERE: (1) THE PROGRAM SHOULD BE MADE AVAILABLE ONLY TO THOSE SCHOOLS IN WHICH ALL YOUTH QUALIFY FOR PARTICIPATION ON THE BASIS OF COMMUNITY CRITERIA; AND (2) PAYMENT TO ECONOMICALLY DISADVANTAGED YOUTH SHOULD BE MADE FOR ALL PARTICIPATION IN THE SUMMER AND ONLY FOR TRAINING OR WORK EXPERIENCE DURING THE SCHOOL YEAR. (JC)

AVAILABILITY: NATIONAL TECHNICAL INFORMATION SERVICE, SPRINGFIELD, VIRGINIA 22151 ($3.00)

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ACCESSION NUMBER: ED100566

PUBLICATION DATE: 74

TITLE: TWENTY-SEVENTH ANNUAL REPORT OF INDIAN EDUCATION IN OKLAHOMA.

PERSONAL AUTHOR: JAMES, OVERTON

DESCRIPTOR: ACCOUNTABILITY; *AMERICAN INDIANS; *ANNUAL REPORTS; BUDGETS; COUNSELING; DROPOUT RATE; EDUCATIONAL NEEDS; *ENROLLMENT RATE; *FEDERAL AID; *PROGRAM COSTS; STATE PROGRAMS; TABLES (DATA)

IDENTIFIER: *JOHNSON O MALLEY ACT; JOM; OKLAHOMA

DESCRIPTIVE NOTE: 59P.; FOR RELATED DOCUMENT, SEE ED 082 910

THE OKLAHOMA INDIAN EDUCATION PROGRAM IS FINANCED AND OPERATED UNDER A CONTRACT BETWEEN THE U.S. BUREAU OF INDIAN AFFAIRS, DEPARTMENT OF INTERIOR, AND THE STATE DEPARTMENT OF EDUCATION. SUPERVISION OF THE PROGRAM IS THE RESPONSIBILITY OF THE STATE DEPARTMENT OF EDUCATION AS AUTHORIZED BY THE JOHNSON O'MALLEY (JOM) ACT OF 1936. TO QUALIFY FOR JOM SPECIAL PROGRAM FUNDS, A SCHOOL MUST HAVE AN ELIGIBLE INDIAN ENROLLMENT WHICH REFLECTS A MINIMUM 10 PERCENT OF THEIR TOTAL ENROLLMENT. THE AMOUNT OF JOM FUNDS A LOCAL SCHOOL DISTRICT RECEIVES IS BASED ON THE NUMBER OF INDIAN STUDENT ENROLLED, FINANCIAL NEEDS OF THE SCHOOL, AND EDUCATIONAL NEEDS OF PARTICIPATING INDIAN STUDENTS. THERE WERE 147 SCHOOLS PARTICIPATING IN JOM SPECIAL PROGRAMS DURING THE 1973-74 SCHOOL YEAR. THERE WAS A TOTAL INDIAN ENROLLMENT OF 14,630 WITH AN AVERAGE ATTENDANCE OF 12,486 (86 PERCENT INDIAN AS COMPARED TO 84 PERCENT TOTAL ATTENDANCE) IN JOM SCHOOLS. THERE WERE 625 INDIAN HIGH SCHOOL GRADUATES AND 1,177 INDIAN EIGHTH GRADE GRADUATES. STATISTICAL REPORTS (ON DROPOUT RATES, ENROLLMENT, ATTENDANCE, COUNTY ALLOCATIONS, ADMINISTRATIVE AND AREA OFFICE EXPENDITURES, AND BUDGETS) WITH AN APPENDIX COMPRISE THE BULK OF THIS REPORT, THOUGH THERE IS A SHORT NARRATIVE DESCRIBING HIGHLIGHTS OF THE YEAR (WORKSHOPS, SEMINARS, AND SPECIAL AREAS OF CONCERN SUCH AS COUNSELING AND ACCOUNTABILITY). (JC)

ACCESSION NUMBER: ED100597

PUBLICATION DATE: JUN 74

TITLE: DRUG USE, DELINQUENCY AND ALCOHOL USE AMONG INDIAN AND ANGLO YOUTH IN WYOMING.

PERSONAL AUTHOR: FORSLUND, MORRIS A.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; BACKGROUND; *DELINQUENCY; DRINKING; *DRUG ABUSE; *HIGH SCHOOL STUDENTS; LEGISLATION; LITERATURE REVIEWS; SPANISH AMERICANS; *STUDENT ATTITUDES; TABLES (DATA)

IDENTIFIER: *WYOMING

DESCRIPTIVE NOTE: 64P.

PART 1 OF THE REPORT'S THREE SECTIONS PRESENTS A GENERAL REVIEW OF THE PUBLISHED LITERATURE RELEVANT TO UNDERSTANDING THE DRUG PROBLEM IN THE UNITED STATES. PART 2 PRESENTS A SUMMARY OF DATA OBTAINED IN AN INVESTIGATION INTO THE NATURE AND MAGNITUDE OF THE DELINQUENCY PROBLEM AMONG YOUTH LIVING IN THE WIND RIVER INDIAN RESERVATION AREA OF WYOMING. THE RELATIONSHIP BETWEEN DRUG USE AND DELINQUENCY, VARIOUS BACKGROUND FACTORS, AND ALCOHOL USE WAS EXAMINED. A SELF-REPORT QUESTIONNAIRE WAS ADMINISTERED TO 456 MALE AND 391 FEMALE STUDENTS IN THE 9TH AND 12TH GRADES AT LANDER VALLEY HIGH SCHOOL AND WIND RIVER HIGH SCHOOL IN MAY 1972. PART 3 PRESENTS DATA ON THE SIMILARITIES AND DIFFERENCES IN DRUG USE AND ATTITUDES TOWARD DRUG USE OF AMERICAN INDIAN AND ANGLO YOUTH LIVING IN THE WIND RIVER INDIAN RESERVATION AREA. DATA WERE OBTAINED FROM 12[illegible] INDIAN AND 391 ANGLO 9TH THROUGH 12TH GRADE STUDENTS FROM THE WYOMING INDIAN HIGH SCHOOL, LANDER VALLEY HIGH SCHOOL, RIVERTON HIGH SCHOOL, AND WIND RIVER HIGH SCHOOL. SOME FINDINGS PRESENTED IN PARTS 2 AND 3 WERE: INDIAN STUDENTS HAD MORE FAVORABLE ATTITUDES TOWARD DRUG USE; AND THOSE WHO HAD USED DRUGS TENDED TO HAVE POORER RELATIONSHIPS WITH THEIR PARENTS AND THE SCHOOLS AND A STRONG TENDENCY TO BE INVOLVED IN OTHER DELINQUENT ACTS. (NQ)

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ACCESSION NUMBER: ED100603

PUBLICATION DATE: 73

TITLE: INDIANS OF NEVADA: VOLUME 1.

PERSONAL AUTHOR: DUNN, HELEN

DESCRIPTOR: AMERICAN HISTORY; *AMERICAN INDIANS; *CULTURAL AWARENESS; CULTURAL BACKGROUND; CULTURE CONFLICT; *CURRICULUM GUIDES; ECONOMIC DEVELOPMENT; FAMILY RELATIONSHIP; JUNIOR HIGH SCHOOLS; *LOCAL HISTORY; RESERVATIONS (INDIAN); *SOCIAL STUDIES; TRIBES

IDENTIFIER: *NEVADA; PAIUTES; SHOSHONES; WASHOES

DESCRIPTIVE NOTE: 24P.

AS PART OF A CONTINUING PROGRAM DESIGNED TO PROVIDE NEVADA'S SCHOOL POPULATION WITH INFORMATION THAT WILL FACILITATE GREATER AWARENESS AND UNDERSTANDING OF BOTH PAST AND PRESENT NATIVE NEVADAN LIFESTYLES AND CONTRIBUTIONS, THIS GENERALIZED CURRICULUM GUIDE MIGHT CONSTITUTE A SOCIAL STUDIES UNIT FOR THE UPPER LEVELS OF ELEMENTARY AND/OR JUNIOR HIGH SCHOOLS. DIVIDED INTO 3 BASIC AREAS OF STUDY, PREDICTED ON TIME PERIODS, THIS GUIDE ENCOMPASSES: (1) THE ECONOMY OF THE GREAT BASIN IN PREHISTORIC TIMES (THE INDIAN--HIS HOME AND FAMILY); (2) HISTORIC TIMES (RESERVATIONS, TRIBES, LOCATION, AND JURISDICTION); AND (3) THE HISTORIC INDIAN. EACH NARRATIVE IS FOLLOWED BY A WORD STUDY LIST. ALSO INCLUDED IS A NEVADA MAP DESIGNATING COUNTY BOUNDARIES AND THE HISTORICAL TERRITORIES OF THE WASHOE, NORTHERN PAIUTE, SOUTHERN PAIUTE, AND SHOSHONE INDIAN TRIBES. AMONG THE CULTURAL CONCEPTS ADDRESSED ARE NOMADIC TENDENCIES, FAMILY GROUPS, EXTENDED FAMILIES, FOOD PROCUREMENT AND PROCESSING, CHILDREN, MARRIAGE, PRACTICAL EDUCATION, RESPECT FOR THE AGED, SHARED PARENTAL RESPONSIBILITIES, AND THOSE HISTORICAL DEVELOPMENTS WHICH ALTERED THE INDIAN WAY OF LIFE. EXAMPLES OF WORDS FOUND IN THE WORD STUDY LISTS ARE ABORIGINAL, PRIMITIVE, NOMADIC, NECESSITY, ECONOMY, SURVIVAL, SOURCE, AND BUREAU. (JC)

ACCESSION NUMBER: ED100604

PUBLICATION DATE: 73

TITLE: INDIANS OF NEVADA: VOLUME 2.

PERSONAL AUTHOR: DUNN, HELEN

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL AWARENESS; *CURRICULUM GUIDES; ENVIRONMENTAL INFLUENCES; FOOD; HARVESTING; JUNIOR HIGH SCHOOLS; *LIFE STYLE; *LOCAL HISTORY; MEDICINE; NOMADS; SOCIAL STUDIES

IDENTIFIER: *NEVADA; PAIUTES; SHOSHONES; WASHOES

DESCRIPTIVE NOTE: 23P.

DESIGNED TO PROVIDE NEVADA'S SCHOOL POPULATION WITH INFORMATION THAT WILL FACILITATE AWARENESS AND UNDERSTANDING OF PAST AND PRESENT NATIVE NEVADAN LIFESTYLES AND CONTRIBUTIONS, THIS GENERALIZED CURRICULUM GUIDE MIGHT CONSTITUTE A SOCIAL STUDIES UNIT FOR UPPER ELEMENTARY AND/OR JUNIOR HIGH SCHOOLS. EMPHASIS IS ON THE CULTURAL-HISTORICAL INFLUENCE OF NEVADA LAND AND CLIMATE AND PLANT, ANIMAL, AND BIRD LIFE. THE NARRATIVE IS SUPPLEMENTED BY PICTURES (SKETCHES OF PLANTS, FOOD PREPARATION, AND FOOD HARVEST); A WORD STUDY LIST (40 WORDS); A PHYSIOGRAPHIC MAP OF THE UNITED STATES; AND A NEVADA MAP, DELINEATING COUNTY BOUNDARIES AND THE HISTORICAL TERRITORIES OF THE WASHOE, NORTHERN AND SOUTHERN PAIUTE, AND SHOSHONEAN INDIAN TRIBES. BASIC CONCEPTS INCLUDE GEOGRAPHICAL INFLUENCE ON LIFESTYLE; SEMI-NOMADIC AND SEMI-SEDENTARY CULTURES; FOOD GATHERING AND FOOD PREPARATION; MEDICINAL USE OF PLANTS; STAPLE FOODS; THE NECESSARY ETHIC OF "WASTE NOT"; AND THE IMPLEMENTS AND MEANS OF ANIMAL FOOD PROCUREMENT. THE WORD STUDY LIST INCLUDES SUCH TERMS AS METATE, STAPLE, MAHOGANY, SPAWN, MIGRATORY, PITS, ATLATL, TERRAIN, NOMADIC, PREHISTORIC, PINON, AND INTENSE. (JC)

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ACCESSION NUMBER: ED100605

PUBLICATION DATE: 73

TITLE: INDIANS OF NEVADA: VOLUME 3.

PERSONAL AUTHOR: DUNN, HELEN

DESCRIPTOR: AMERICAN HISTORY; *AMERICAN INDIANS; *CULTURAL AWARENESS; CULTURE CONFLICT; *CURRICULUM GUIDES; JUNIOR HIGH SCHOOLS; *LOCAL HISTORY; *RELIGION; SOCIAL CHANGE; SOCIAL STUDIES; TRIBES

IDENTIFIER: *NEVADA; PAIUTES; SHOSHONES; WASHOES

DESCRIPTIVE NOTE: 14P.

AS PART OF A CONTINUING PROGRAM DESIGNED TO PROVIDE NEVADA'S SCHOOL POPULATION WITH INFORMATION THAT WILL FACILITATE GREATER AWARENESS AND UNDERSTANDING OF BOTH PAST AND PRESENT NATIVE NEVADAN LIFESTYLES AND CONTRIBUTIONS, THIS GENERALIZED CURRICULUM GUIDE MIGHT CONSTITUTE A SOCIAL STUDIES UNIT ON RELIGION FOR UPPER ELEMENTARY AND/OR JUNIOR HIGH SCHOOLS. SUBJECT AREAS COVERED ARE: (1) EARLY RELIGION OF DESERT CULTURE INDIANS (FOCUS ON THE SHAMAN AND THE NATURE OF GOOD AND EVIL); (2) THE GHOST DANCE RELIGION (A RESPONSE TO THE INTRUSION AND THE PHYSICAL AND CULTURAL DESTRUCTION BROUGHT ABOUT BY THE WHITE MAN WITH THE DISCOVERY OF GOLD AND SILVER IN 1848 AND 1857); AND (3) THE PEYOTE RELIGION (DEVELOPMENT OF A NARCOTIC BASED CHRISTIAN/PAGAN RELIGION IDENTIFIED AS..."A STRONG DEFENSE OF INDIAN CULTURE AND IDENTITY AND AN AVENUE BETWEEN INDIAN AND WHITE CULTURES"). ACCOMPANYING THE NARRATIVE ARE A WORD STUDY LIST (40 WORDS) AND A NEVADA MAP, DELINEATING COUNTY BOUNDARIES AND THE HISTORICAL TERRITORIES OF THE WASHOE, NORTHERN AND SOUTHERN PAIUTE, AND SHOSHONEAN INDIAN TRIBES. THE WORD STUDY LIST INCLUDES SUCH WORDS AS MORAL, SUPERNATURAL, CEREMONY, MANIPULATE, IMPACT, INTERPRET, NARCOTIC, AND RELIABLE. (JC)

ACCESSION NUMBER: ED100606

PUBLICATION DATE: 73

TITLE: INDIANS OF NEVADA: VOLUME 4.

PERSONAL AUTHOR: DUNN, HELEN

DESCRIPTOR: *AMERICAN INDIANS; CLOTHING DESIGN; *CULTURAL AWARENESS; *CULTURAL BACKGROUND; CURRICULUM GUIDES; *ENVIRONMENTAL INFLUENCES; JUNIOR HIGH SCHOOLS; LIFE STYLE; *LOCAL HISTORY; NOMADS; SOCIAL STUDIES

IDENTIFIER: *NEVADA; PAIUTES; SHOSHONES; WASHOES

DESCRIPTIVE NOTE: 25P.

AS PART OF A CONTINUING PROGRAM DESIGNED TO PROVIDE NEVADA'S SCHOOL POPULATION WITH INFORMATION THAT WILL FACILITATE GREATER AWARENESS AND UNDERSTANDING OF BOTH PAST AND PRESENT NATIVE NEVADAN LIFESTYLES AND CONTRIBUTIONS, THIS GENERALIZED CURRICULUM GUIDE MIGHT CONSTITUTE A SOCIAL STUDIES UNIT ON EARLY INDIAN CULTURE FOR UPPER ELEMENTARY AND/OR JUNIOR HIGH SCHOOLS. SUBJECT TITLES ARE: (1) SHELTER; (2) CLOTHING, ORNAMENTS AND ADORNMENTS; AND (3) WARFARE AND WEAPONS. THE NARRATIVE IS SUPPLEMENTED BY PICTURES (SKETCHES OF PLANTS, FOOD GATHERING TACTICS, AND ARROWHEAD TYPES); A NEVADA MAP (DELINEATION OF COUNTY BOUNDARIES AND THE HISTORICAL TERRITORIES OF THE WASHOE, NORTHERN AND SOUTHERN PAIUTE, AND SHOSHONEAN INDIAN TRIBES); AND WORD STUDY LISTS (50 WORDS). EMPHASIS IS ON THE INFLUENCE OF CLIMATE AND TERRAIN ON SHELTER TYPE; CLOSE SLEEPING QUARTERS; CEREMONY RELATIVE TO THE DEAD; AND NOMADIC TENDENCIES. ALSO DISCUSSED ARE THE INFLUENCE OF PLANT AND ANIMAL LIFE ON DRESS AND ORNAMENTATION, THE LIMITATIONS OF NATIVE NEVADAN WARFARE, AND IDENTIFICATION OF WEAPON FINDS AND TYPES. WORD LISTS INCLUDE SUCH TERMS AS ELEMENTS, EXCAVATIONS, CACHE, BARTER, LIMITATIONS, RENEGADES, OBSIDIAN, STALKING, FORESHAFT, AND SITES. (JC)

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ACCESSION NUMBER: ED100607

PUBLICATION DATE: 73

TITLE: INDIANS OF NEVADA: VOLUME 5.

PERSONAL AUTHOR: DUNN, HELEN

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL AWARENESS; CULTURAL BACKGROUND; CULTURAL INTERRELATIONSHIPS; *CURRICULUM GUIDES; *HANDICRAFTS; JUNIOR HIGH SCHOOLS; LIFE STYLE; *LOCAL HISTORY; RECREATIONAL ACTIVITIES; RELIGION; SOCIAL STUDIES; TRIBES

IDENTIFIER: *NEVADA; PAIUTES; SHOSHONES; WASHOES

DESCRIPTIVE NOTE: 20P.

AS PART OF A CONTINUING PROGRAM DESIGNED TO PROVIDE NEVADA'S SCHOOL POPULATION WITH INFORMATION THAT WILL FACILITATE GREATER AWARENESS AND UNDERSTANDING OF PAST AND PRESENT NATIVE NEVADAN LIFESTYLES AND CONTRIBUTIONS, THIS GENERALIZED CURRICULUM GUIDE MIGHT CONSTITUTE A SOCIAL STUDIES UNIT FOR UPPER ELEMENTARY AND/OR JUNIOR HIGH SCHOOLS. AREAS COVERED ARE: (1) THE POLITICAL AND FAMILY LIFE (ASSUMED TO HAVE BEEN ONE AND THE SAME THING AMONG PREHISTORIC DESERT CULTURE INDIANS); (2) CEREMONIAL AND RELIGIOUS LIFE (GROUP AND INDIVIDUAL NEEDS WERE MET VIA CEREMONIES HELD FOR RELIGIOUS PURPOSES AND THOSE HELD FOR "PURE FUN"); (3) PLEASURE (GOSSIPING, PLAYING GROUP GAMES, FEASTING, AND DANCING); (4) SOCIAL ORIENTATION (MINIMAL COMMUNICATION BETWEEN DIFFERENT PREHISTORIC TRIBES BUT MAXIMUM COMMUNICATION AND STRICT CONFORMITY WITHIN A GIVEN TRIBE); (5) BASKETRY (HISTORY AND PURPOSE OF BASKET WEAVING, INCLUDING AN ANECDOTAL BIOGRAPHY OF DAT-SO-LA-LEE, A FAMOUS WASHOE WOMAN WHO LIVED FROM 1828-1925). THIS BIOGRAPHICAL SECTION CONSTITUTES THE MAJOR PORTION OF THE GUIDE, TRACING DAT-SO-LA-LEE'S CAREER FROM HER EARLY DEVOTION TO RELIGIOUS CEREMONIAL BASKETS TO THOSE LATER WOVEN FOR ECONOMIC SURVIVAL AT THE REQUEST AND SPECIFICATIONS OF THE WHITE MAN. (JC)

ACCESSION NUMBER: ED100608

PUBLICATION DATE: 73

TITLE: INDIANS OF NEVADA: VOLUME 6.

PERSONAL AUTHOR: DUNN, HELEN

DESCRIPTOR: *AMERICAN INDIANS; CLASSROOM ENVIRONMENT; *CULTURAL AWARENESS; *CURRICULUM GUIDES; *EDUCATIONAL HISTORY; HEALTH EDUCATION; JUNIOR HIGH SCHOOLS; LIFE STYLE; *LOCAL HISTORY; RESERVATIONS (INDIAN); SOCIAL STUDIES; STUDENT ATTITUDES

IDENTIFIER: *NEVADA; PAIUTES; SHOSHONES; WASHOES

DESCRIPTIVE NOTE: 19P.

AS PART OF A CONTINUING PROGRAM DESIGNED TO PROVIDE NEVADA'S SCHOOL POPULATION WITH INFORMATION THAT WILL FACILITATE GREATER AWARENESS AND UNDERSTANDING OF PAST AND PRESENT LIFESTYLES AND CONTRIBUTIONS OF NATIVE NEVADANS, THIS CURRICULUM GUIDE MIGHT CONSTITUTE A SOCIAL STUDIES UNIT ON THE HISTORY OF INDIAN EDUCATION FOR UPPER ELEMENTARY AND/OR JUNIOR HIGH SCHOOLS. AREAS COVERED ARE: (1) PRIMITIVE TIMES (EMPHASIS ON NECESSITY FOR PRACTICAL EDUCATION, DIFFERENCES IN EDUCATION OF MALES AND FEMALES, AND THE ROLE OF ELDERS AS TEACHERS); (2) CLASSROOM TRAITS AND POSSIBLE CAUSES (A LIST OF TRAITS AND POSSIBLE CAUSES IS GIVEN; FOR EXAMPLE, "A FEELING OF RESENTMENT, SUSPICION, AND SOMETIMES HATRED" IS CORRELATED WITH EARLY UNFORTUNATE CONTACT WITH THE WHITE CULTURE); (3) IMPORTANT FACTS OF THE INDIAN PUPIL (THIS LIST TOUCHES ON HEALTH EDUCATION, HOME VISITATION, ATTITUDE CHANGES, ETC.); AND (4) IMPORTANT PHASES IN THE EDUCATION STORY (DEVELOPMENT OF INDIAN EDUCATION IN NEVADA IS TRACED FROM THE EARLY "RANCH SCHOOLS" THROUGH "DAY SCHOOLS" TO THE PUBLIC SCHOOL PROGRAM INSTIGATED IN 1934). ALSO INCLUDED IN THIS GUIDE ARE A WORD STUDY LIST (120 WORDS) AND A NEVADA MAP (COUNTY BOUNDARIES AND THE HISTORICAL TERRITORIES OF THE WASHOE, PAIUTE, AND SHOSHONE INDIAN TRIBES). (JC)

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ACCESSION NUMBER: ED100609

PUBLICATION DATE: 73

TITLE: INDIANS OF NEVADA: VOLUME 7.

PERSONAL AUTHOR: DUNN, HELEN

DESCRIPTOR: *AMERICAN INDIANS; *BIOGRAPHIES; *CULTURAL AWARENESS; CULTURE CONFLICT; *CURRICULUM GUIDES; JUNIOR HIGH SCHOOLS; LEADERSHIP; *LOCAL HISTORY; SOCIAL STUDIES

IDENTIFIER: *NEVADA; PAIUTES; SHOSHONES; WASHOES

DESCRIPTIVE NOTE: 15P.

AS PART OF A CONTINUING PROGRAM DESIGNED TO PROVIDE NEVADA'S SCHOOL POPULATION WITH INFORMATION THAT WILL FACILITATE GREATER AWARENESS AND UNDERSTANDING OF PAST AND PRESENT NATIVE NEVADAN LIFESTYLES AND CONTRIBUTIONS, THIS CURRICULUM GUIDE MIGHT CONSTITUTE A SOCIAL STUDIES UNIT FOR UPPER ELEMENTARY AND/OR JUNIOR HIGH SCHOOLS. THIS GUIDE DEALS WITH FAMOUS INDIANS OF NEVADA. IT PRESENTS: (1) BIOGRAPHICAL SKETCHES OF CAPTAIN TRUCKEE (A NORTHERN PAIUTE AND CLAIMED FATHER OF CHIEF WINNEMUCCA, WHO FOUGHT AGAINST THE MEXICANS IN CALIFORNIA WITH JOHN C. FREMONT); (2) CHIEF WINNEMUCCA (A NORTHERN PAIUTE WHO MADE MANY EFFORTS TO PREVENT OPEN CONFLICT WITH THE WHITE MAN AND WHO WAS RESPECTED BY INDIANS AND WHITES ALIKE); (3) SARAH WINNEMUCCA (DAUGHTER OF CHIEF WINNEMUCCA AND AN EDUCATED WOMAN WHO WROTE "LIFE AMONG THE PAIUTES", PUBLISHED IN 1883, AND GAVE PUBLIC LECTURES ON THE "OUTRAGEOUS" TREATMENT OF NEVADA INDIANS BY THE FEDERAL GOVERNMENT); AND (4) WOVOKA (A RELIGIOUS PAIUTE WHO URGED HIS PEOPLE TO FOLLOW THE WAYS OF PEACE VIA THE GHOST DANCE). OTHER INDIAN NOTABLES MENTIONED IN THIS GUIDE INCLUDE NUMAGA, JOHNSON SIDES, HELEN JOAQUIN, AND NATCHEZ. A NEVADA MAP DELINEATING COUNTY BOUNDARIES AND THE HISTORICAL TERRITORIES OF THE WASHOE, PAIUTE, AND SHOSHONE TRIBES IS ALSO INCLUDED. (JC)

ACCESSION NUMBER: ED101107

PUBLICATION DATE: JUN 73

TITLE: TRAINING PROJECT TO ASSIST IN THE DEVELOPMENT OF A MORE POSITIVE LEADERSHIP ROLE FOR TRIBAL EDUCATION COMMITTEES IN THE DEVELOPMENT AND ADMINISTRATION OF RESERVATION ADULT BASIC EDUCATION PROGRAMS: FINAL REPORT.

DESCRIPTOR: ADMINISTRATIVE PROBLEMS; *ADULT BASIC EDUCATION; *ADULT EDUCATION PROGRAMS; ADULT LEADERS; *AMERICAN INDIANS; EDUCATIONAL NEEDS; *LEADERSHIP TRAINING; PROGRAM ADMINISTRATION; *PROGRAM DEVELOPMENT; PROGRAM EVALUATION; RESERVATIONS (INDIAN); TRAINING OBJECTIVES

DESCRIPTIVE NOTE: 99P.

THE PROJECT WAS AIMED AT PROVIDING TRAINING AND CONSULTATION TO TRIBAL EDUCATION MEMBERS AND RESERVATION ADULT EDUCATION PERSONNEL SO THAT RESERVATION ADULT EDUCATION (AE) PROGRAMS COULD BE MORE RESPONSIVE TO LOCAL NEEDS. PRIMARY PROJECT OBJECTIVES WERE ESTABLISHED TO PROMOTE ACTIVE INVOLVEMENT OF THE TRIBAL EDUCATION COMMITTEE, TRIBAL COUNCIL, AND INDIAN PEOPLE IN SETTING UP RESPONSIVE AE PROGRAM OBJECTIVES IN THE SIX PARTICIPATING RESERVATIONS IN WASHINGTON, OREGON, MONTANA, IDAHO, AND WYOMING. PARTICIPANT SELECTION PROCEDURES ARE OUTLINED, THE ROLES OF PROJECT PERSONNEL DESCRIBED, AND THE PROJECT MANAGEMENT AND ACTIVITY SCHEDULE (JULY 6, 1972-JUNE 2, 1973) ARE BRIEFLY REVIEWED. A SUMMARY AND ANALYSIS OF PROGRESS IN FULFILLING OBJECTIVES FOR THEIR INDIVIDUAL AE PROGRAMS IS PRESENTED FROM EACH OF THE SIX PARTICIPATING RESERVATIONS. BOTH INTERNAL AND EXTERNAL EVALUATIONS OF THE PROJECT CONCLUDED THAT PROGRESS WAS MADE TOWARD ACHIEVING THE OBJECTIVES: INTERPRETING BASIC EDUCATIONAL NEEDS, DEVELOPING A LEADERSHIP THAT WAS MORE ASSERTIVE AND AWARE OF SERVICES AVAILABLE TO THEM, OPENING COMMUNICATIONS BETWEEN TRIBAL LEADERS, REVITALIZING TRIBAL EDUCATION COMMITTEES, AND FINALLY, ESTABLISHING CONFIDENCE IN ADULT EDUCATION AMONG INDIAN EDUCATION LEADERS. THE APPENDIX OFFERS A LIST OF PARTICIPATING AGENCIES, THE SELECTION MODEL, EVALUATION FORMS, THE ACTIVITIES PLAN, SUMMARIES OF OBJECTIVES, AND A LIST OF PROJECT PERSONNEL. (MW)

ACCESSION NUMBER: ED101151

PUBLICATION DATE: FEB 71

TITLE: PHOENIX SYMPOSIUM ON INDIAN ADULT BASIC EDUCATION: PART 1. FEBRUARY 18-20, 1971.

DESCRIPTOR: *ADMINISTRATIVE ORGANIZATION; *ADMINISTRATIVE PROBLEMS; ADULT BASIC EDUCATION; *ADULT EDUCATION PROGRAMS; *AMERICAN INDIANS; FEDERAL AID; *GOVERNMENT ROLE; SYMPOSIA

IDENTIFIER: BUREAU OF INDIAN AFFAIRS; OFFICE OF EDUCATION

DESCRIPTIVE NOTE: 87P.

THE SYMPOSIUM PROCEEDINGS CONTAIN TWO PAPERS, REMARKS FOLLOWING THE PRESENTATIONS, THE SYMPOSIUM SCHEDULE, AND A LIST OF PARTICIPANTS. TWO PAPERS WERE NOT INCLUDED BECAUSE THE TAPING EQUIPMENT FAILED TO FUNCTION PROPERLY. THE FIRST PAPER, BY RONALD L. CHATHAM, DESCRIBES THE ROLE OF THE U. S. OFFICE OF EDUCATION CONCERNING ADULT BASIC EDUCATION (ABE). HE COMMENTED ON THE SPECIAL EXPERIMENTAL DEMONSTRATION PROJECTS IN ADULT EDUCATION AND TEACHER TRAINING PROJECTS IN ADULT EDUCATION AND STRESSED THE IMPORTANCE OF COOPERATION BETWEEN THE ARIZONA STATE DEPARTMENT OF EDUCATION AND THE BUREAU OF INDIAN AFFAIRS (BIA) IN SELECTING INSTITUTE PARTICIPANTS. THREE OF 22 INSTITUTES ARE TARGETED SPECIFICALLY FOR THE AMERICAN INDIAN. ADMINISTRATIVE PROBLEMS IN ASSIGNING PARTICIPANT STATUS WERE CONSIDERED IN THE DISCUSSION PORTION. THE ROLE OF THE BIA CONCERNING ABE, WAS PRESENTED BY ED LENTZ. HE VIEWED THE ADULT EDUCATOR AS AN ADVOCATE FOR INDIAN INTERESTS, IN THE BIA AND IN OTHER GOVERNMENT AGENCIES AS WELL. HE CONSIDERED THE NECESSARY PROGRAM FOCI TO BE ABE AND HIGH SCHOOL EQUIVALENCY PROGRAMS (GED) AND DEFENDED THIS CHOICE IN THE DISCUSSION SEGMENT OF THE PROGRAM. FRANKIE PAUL OFFERED SUPPORTIVE COMMENTS. DISCUSSION OF THE FINAL PAPER, THE ROLE OF THE TRIBAL ADMINISTRATION CONCERNING ABE, IS INCLUDED. (AG)

ACCESSION NUMBER: ED101152

PUBLICATION DATE: MAY 71

TITLE: ART AND CULTURE OF THE AMERICAN INDIAN, A GUIDE FOR ADULT EDUCATION LEADERS.

PERSONAL AUTHOR: RICKARDS, MONTANA H.; AND OTHERS

DESCRIPTOR: ADULT BASIC EDUCATION; *AMERICAN INDIAN CULTURE; AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; ART EXPRESSION; ART PRODUCTS; CREATIVE ART; CULTURAL AWARENESS; CULTURAL BACKGROUND; CULTURAL ENVIRONMENT; CULTURAL TRAITS; ETHNIC GROUPS; *HANDICRAFTS; INSTITUTES (TRAINING PROGRAMS); LIFE STYLE; SOCIOCULTURAL PATTERNS; TRIBES

DESCRIPTIVE NOTE: 163P.

ADULT BASIC EDUCATION FOR AMERICAN INDIANS CAN MOST EFFECTIVELY BE ACHIEVED THROUGH THEIR ART AND CULTURE. TO HIGHLIGHT THE DESIRE OF THE INDIAN TO BE REGARDED IN HIS OWN CULTURAL SETTING, THIS DOCUMENT OFFERS VARIOUS IDEAS AND EXPRESSIONS OF NOTED AMERICAN INDIANS WHO WERE PARTICIPANTS AT THE 1970 ABE INSTITUTE FOR TEACHERS OF AMERICAN INDIANS HELD AT OREGON COLLEGE OF EDUCATION. THE MATERIAL IN THE DOCUMENT WAS OBTAINED BY TAPING THE RESPONSES OF PARTICIPANTS AT THIS INSTITUTE. TITLES OF THE SPEECHES ARE: HONORING THE ART AND CULTURE OF THE PEOPLE, MONTANA H. RICKARDS; THE MAN IN NORTHWEST INDIAN CULTURE, WILLIAM MINTHORN (BLACK HAWK); THE AMERICAN INDIAN WOMAN IN TRIBAL LIFE, VIVIAN MINTHORN; FOODS AND HOME CUSTOMS OF THE NORTHWEST INDIAN, VIVIAN AND WILLIAM MINTHORN; TRENDS IN AMERICAN INDIAN EDUCATION, WALLACE H. HANLEY; SOME HISTORY OF THE NAVAJO PEOPLE, AND TEACHING THE NAVAJO LANGUAGE, TEDDY DRAPER; DEMONSTRATION IN NAVAJO WEAVING WITH A SMALL LOOM, LUCY DRAPER; A TRADER LOOKS AT AMERICAN INDIAN ARTS AND CRAFTS, WILLIAM MANSPEAKER; THE PLAINS INDIANS, THE KIOWA, SPENCER SAHMAUNT, AND THE ARKANSAS CHEROKEE, KEN OWENS. THE DOCUMENT CONCLUDES WITH NOTES ON THE AUTHORS, A LIST OF AMERICAN INDIAN MUSEUMS, AND A 10-PAGE BIBLIOGRAPHY. (BP)

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ACCESSION NUMBER: ED101153

PUBLICATION DATE: 11 SEP 72

TITLE: TEACHER-TRAINING INSTITUTE. FINAL PROJECT REPORT.

DESCRIPTOR: *ADULT BASIC EDUCATION; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; COMMUNITY RESOURCES; DISADVANTAGED GROUPS; EDUCATIONAL IMPROVEMENT; *ESKIMOS; ETHNIC GROUPS; *INSTITUTES (TRAINING PROGRAMS); STUDENT MOTIVATION

DESCRIPTIVE NOTE: 31P.

SIXTY TEACHERS AND SUPERVISORS FROM EIGHT WESTERN STATES ATTENDED A TWO-WEEK TRAINING INSTITUTE FOR TEACHERS OF ADULT BASIC EDUCATION WHO WERE WORKING IN INDIAN AND ESKIMO AREAS. ONLY 10 PERCENT OF THE PARTICIPANTS HAD PRIOR TRAINING OR EXPERIENCE IN THE AREA. THE INSTITUTE'S PURPOSE WAS TO ACQUAINT TEACHERS WITH THE CHARACTERISTICS AND MOTIVATIONAL PATTERNS OF TRADITIONAL AMERICAN INDIAN CULTURE AND ITS RELATIONSHIP TO THE DOMINANT ANGLO-AMERICAN SOCIETY. A PARTICIPANTS' EVALUATION INDICATES ON THE BASIS OF 42 RESPONSES THAT THE INSTITUTE WAS QUITE SUCCESSFUL. THE INSTITUTE INTRODUCED PROBLEMS OF ADULT EDUCATION FOR THE DISADVANTAGED AND EMPHASIZED THE DEVELOPMENT OF MOTIVATIONAL SKILLS. SUCH TOPICS AS USE OF NATIVE MATERIALS, CURRICULAR MATERIALS, ABE AND THE RESERVATION RESOURCES WERE EXAMINED THROUGH LECTURES, DISCUSSIONS, AND FIELD TRIPS. THE DIRECTIONS AND NEEDS OF THESE ETHNIC GROUPS, SOCIAL AND ECONOMIC CONDITIONS INHIBITING EDUCATIONAL OPPORTUNITY, AND THE GOALS OF INDIAN ACTIVISTS ARE DISCUSSED. R.E. STAKE'S EVALUATION MODEL TO ASSIST ABE DIRECTORS IN SYSTEMATIC INFORMATION COLLECTION AND DECISION-MAKING IS DESCRIBED AT LENGTH. RECOMMENDATIONS ARE MADE FOR CONTINUED WORK AMONG URBAN INDIANS, INCREASED ABE PROGRAMS IN ALASKA, AND PUBLICATION OF INDIAN CURRICULAR MATERIALS. (AUTHOR/NH)

ACCESSION NUMBER: ED101155

PUBLICATION DATE: SEP 71

TITLE: EVALUATION OF ATTITUDE CHANGE IN PARTICIPANTS OF THE 1971 ADULT BASIC EDUCATION INDIAN INSTITUTE.

PERSONAL AUTHOR: WALTER, JANICE

DESCRIPTOR: *ADULT BASIC EDUCATION; *AMERICAN INDIANS; ANGLO AMERICANS; *ATTITUDES; *ATTITUDE TESTS; CHANGING ATTITUDES; DATA COLLECTION; *ESKIMOS; ETHNIC GROUPS; TEST RESULTS

IDENTIFIER: *ROKEACH DOGMATISM SCALE

DESCRIPTIVE NOTE: 42P.

FORTY-SIX ANGLO-AMERICANS, INDIANS, AND ESKIMOS AT AN ADULT BASIC EDUCATION INSTITUTE WERE SAMPLED WITH THE 52-ITEM ROKEACH DOGMATISM SCALE (FOURTH EDITION) TO MEASURE THEIR ATTITUDE CHANGE AND TO PLACE EACH INDIVIDUAL ON AN INTENSITY CONTINUUM OF THE ATTITUDE. THE AGE AND EDUCATIONAL CHARACTERISTICS OF THE SAMPLE AND PROCEDURES USED IN THE PRE- AND POSTTESTS ARE DESCRIBED. THE DIFFERENCES IN RESPONSE BETWEEN PRE- AND POSTTESTS ARE TABULATED. THE BULK OF THE DOCUMENT CONSISTS OF GRAPHS SHOWING PRE- AND POSTTEST RESPONSES FOR EACH OF THE ITEMS, PRESENTED AS RAW SCORES. WHEN CHANGES TO A MORE OPEN-MINDED ATTITUDE WERE MADE ON THE POSTTEST BY THE ANGLO-AMERICANS AND ESKIMOS, THEY WERE RELATIELY LARGE CHANGES, OR A CHANGE ON SEVERAL ITEMS. CHANGES TO A MORE CLOSED-MINDED ATTITUDE FOR THESE GROUPS WERE SMALLER OR ON FEWER NUMBERS OF ITEMS. CHANGES MADE BY THE AMERICAN INDIANS WERE OPPOSITE TO THE CHANGES MADE BY THE ANGLO-AMERICANS AND ESKIMOS. RESULTS ON APPROXIMATELY 70 PERCENT OF THE ITEMS INDICATED OPEN-MINDED ATTITUDES FOR ALL GROUPS. THE FIFTH EDITION OF THE ROKEACH D-SCALE IS APPENDED. (AUTHOR/NH)

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ACCESSION NUMBER: ED101189

PUBLICATION DATE: 73

TITLE: GILA RIVER INDIAN COMMUNITY ABE EXPERIMENTAL DEMONSTRATION PROJECT: FINAL REPORT, JUNE 3, 1972-MAY 31, 1973.

DESCRIPTOR: *ADULT BASIC EDUCATION; ADULT PROGRAMS; *AMERICAN INDIANS; CORRECTIVE INSTITUTIONS; COUNSELOR TRAINING; DEMONSTRATION PROJECTS; DISADVANTAGED GROUPS; DROPOUT REHABILITATION; INSTRUCTIONAL MATERIALS; PARAPROFESSIONAL SCHOOL PERSONNEL; *PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; REHABILITATION COUNSELING; RESERVATIONS (INDIAN); STATISTICAL DATA; STUDENT MOTIVATION; TEACHER EDUCATION; TEACHING METHODS; TRAINING TECHNIQUES; *TUTORIAL PROGRAMS

DESCRIPTIVE NOTE: 70P.; FILMED FROM BEST COPY AVAILABLE

THE PURPOSE OF THE PROJECT REPORTED ON AND EVALUATED IN THE DOCUMENT IS TO DEVELOP NEW APPROACHES IN ADULT BASIC EDUCATION TO MOTIVATE UNDEREDUCATED, ALIENATED, AND DISADVANTAGED AMERICAN INDIAN ADULTS. THE PROJECT IS LOCATED IN CENTRAL ARIZONA, SERVING A POPULATION OF ABOUT 8,000. HIGH SCHOOL-DROPOUT RATES, UNEMPLOYMENT, ALCOHOLISM, AND HEALTH PROBLEMS ARE CHARACTERISTIC. ONE OBJECTIVE IS TO REACH THOSE CONSIDERED UNREACHABLE BY PROVIDING TUTORING IN A LEARNING CENTER, IN JAIL, IN AN ALCOHOLICS' HALFWAY HOUSE, AND IN PARTICIPANTS' HOMES. LOCAL RESIDENTS WERE TRAINED AS STAFF, TO PERFORM TUTORING AND COUNSELING FUNCTIONS. A SIX-WEEK STAFF TRAINING PROGRAM WAS SUPPLEMENTED BY WEEKLY IN-SERVICE SESSIONS WITH ASSOCIATE PROFESSIONALS. THE REPORT BRIEFLY OUTLINES BACKGROUND, TRAINING PROCEDURES, THE PROGRAM'S SCOPE, EVALUATION METHODS, AND CONCLUSIONS AND RECOMMENDATIONS. SAMPLE FORMS ARE APPENDED. MORE THAN HALF THE TOTAL DOCUMENT IS COMPRISED OF AN INDEPENDENT EVALUATION, WHICH CONSIDERS EACH OF THE PROJECT'S SPECIFIC OBJECTIVES. TABLES OF DATA ARE PROVIDED ON PARTICIPANTS' BACKGROUND AND ON THEIR ACHIEVEMENTS IN ACADEMIC AREAS, AS SUCH DATA RELATES TO THE OBJECTIVES. A NEW PROJECT YEAR HAS BEEN FUNDED. (AUTHOR/AJ)

ACCESSION NUMBER: ED101560

PUBLICATION DATE: APR 73

TITLE: A NOTE ON SAHAPTIN BABY TALK. PAPERS AND REPORTS ON CHILD LANGUAGE DEVELOPMENT, NO. 5.

PERSONAL AUTHOR: WEEKS, THELMA

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIAN LANGUAGES; *CHILD LANGUAGE; DESCRIPTIVE LINGUISTICS; LANGUAGE DEVELOPMENT; PARENT ATTITUDES; *SOCIAL ATTITUDES; SPEECH; *SPEECH HABITS; VERBAL COMMUNICATION

IDENTIFIER: *SAHAPTIN; YAKIMA INDIANS

DESCRIPTIVE NOTE: 4P.

THE YAKIMA INDIANS OF CENTRAL WASHINGTON, SPEAKERS OF SAHAPTIN, BELIEVE THAT CHILDREN SHOULD BE TREATED WITH GREAT RESPECT. FOR THE MOST PART, THE YAKIMAS EXPRESS STRONGLY NEGATIVE ATTITUDES ABOUT USING ANY FORM OF BABY TALK WHILE SPEAKING TO CHILDREN. THROUGH INTERVIEWS CONDUCTED WITH NATIVE SPEAKERS OF SAHAPTIN, A LIST OF WORDS AND EXPRESSIONS USED ONLY WITH CHILDREN WAS GATHERED, ALTHOUGH THE INFORMANTS DENIED THAT THERE IS BABY TALK IN SAHAPTIN. THE EIGHT BABY TALK ITEMS ELICITED IN THE INTERVIEWS ARE DESCRIBED HERE. (PMP)

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ACCESSION NUMBER: ED101658

PUBLICATION DATE: 18 SEP 74

TITLE: STANDING ROCK TRIBAL LIBRARY. STATEMENT AT THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE MOUNTAIN PLAINS REGIONAL HEARING, SEPTEMBER 18, 1974, DENVER, COLORADO.

PERSONAL AUTHOR: TEACHOUT, MARGARET; LA POINTE, RICK

DESCRIPTOR: *AMERICAN INDIANS; FEDERAL AID; FEDERAL PROGRAMS; *FINANCIAL SUPPORT; INFORMATION SERVICES; LIBRARIES; LIBRARY PROGRAMS; *LIBRARY SERVICES; NATIONAL PROGRAMS; *RESERVATIONS (INDIAN)

IDENTIFIER: NATIONAL COMMISSION LIBRARIES INFORMATION SCIENCE; STANDING ROCK SIOUX TRIBE

DESCRIPTIVE NOTE: 20P.; FOR RELATED DOCUMENTS SEE ED 100 342-346, ED 101 658, AND ED 102 934.

IN THE FIRST SECTION OF THIS TWO PART DOCUMENT A MEMBER OF THE STANDING ROCK SIOUX TRIBE, WHO IS ALSO COORDINATOR OF THE TRIBAL LIBRARY, DESCRIBES HER OWN EDUCATION AND EXPERIENCES, THE PRESENT CONDITIONS ON THE RESERVATION, AND THE PROGRAMS OF THE TRIBAL LIBRARY. SHE DELINEATES THE DIFFERENCES BETWEEN THE LIBRARY NEEDS OF THE TRIBAL COMMUNITY AND THOSE OF THE MAJORITY CULTURE, THE SPECIAL NEEDS OF THE COMMUNITY LIBRARY, AND THE GENERALLY POOR SUPPORT FOR RESERVATION LIBRARY SERVICES. HER RECOMMENDATIONS TO THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE (NCLIS) INCLUDE ACTIVE PARTICIPATION OF INDIANS IN GOVERNMENTAL INSTITUTIONS SUCH AS NCLIS, AND STATE AND FEDERAL FUNDING FOR LIBRARY AND INFORMATION SERVICES FOR INDIANS. IN THE SECOND SECTION OF THE DOCUMENT THE PRESIDENT OF THE NATIONAL INDIAN EDUCATION ASSOCIATION (NIEA) DESCRIBES A DEMONSTRATION LIBRARY PROJECT BASED ON THE COOPERATION OF THREE TRIBES--ONE OF WHICH IS THE STANDING ROCK SIOUX TRIBE MENTIONED ABOVE--AND LISTS NINE STATEMENTS FROM A NIEA ANNUAL REPORT ON THE PRESENT SITUATION, NEEDS, AND PROBLEMS OF LIBRARY SERVICES TO INDIANS. HE FURTHER DESCRIBES THE TANGLED AND INADEQUATE FUNDING OF SUCH SERVICES AND RECOMMENDS THAT NCLIS PROVIDE DIRECT AND ADEQUATE FINANCIAL SUPPORT. (LS)

ACCESSION NUMBER: ED101870

PUBLICATION DATE: 74

TITLE: A POSITION STATEMENT ON INDIAN EDUCATION IN MICHIGAN (WITH RECOMMENDATIONS AND GUIDELINES).

DESCRIPTOR: ACADEMIC ACHIEVEMENT; AGENCY ROLE; *AMERICAN INDIANS; ATTITUDES; *EDUCATIONAL ASSESSMENT; *EDUCATIONAL NEEDS; *ELEMENTARY SECONDARY EDUCATION; *FEDERAL LEGISLATION; INDIVIDUAL POWER; RURAL URBAN DIFFERENCES; STATE BOARDS OF EDUCATION; STUDENT ENROLLMENT

IDENTIFIER: JOHNSON O MALLEY ACT; JOM; *MICHIGAN

DESCRIPTIVE NOTE: 87P.

SUBMITTED TO THE STATE BOARD OF EDUCATION BY THE STATE COORDINATOR OF AMERICAN INDIAN EDUCATION AND APPROVED BY THE STATE INDIAN EDUCATION ADVISORY COUNCIL, THIS REPORT VALIDATES THE EXISTING EDUCATIONAL NEEDS OF MICHIGAN'S NATIVE POPULATION AND PRESENTS PERTINENT DATA WITH A SUGGESTED GUIDELINE FOR THE BOARD TO ACT ON. THE PAPER'S PURPOSE IS TO: (1) PROVIDE BACKGROUND INFORMATION ON THE EDUCATIONAL NEEDS OF MICHIGAN'S NATIVE YOUTH AND (2) INFORM THE STAFF AND THE BOARD ABOUT RECENT FEDERAL LEGISLATION AFFECTING THE EDUCATION OF NATIVE PEOPLE. THE INFORMATION PERTAINS TO: PRESENT EDUCATIONAL PROGRAMS; JOHNSON-O'MALLEY (JOM) PROGRAMS; TITLE IV OF THE INDIAN EDUCATION ACT; OPERATIONAL REVENUES AND COMMENTS OF FIVE JOM SCHOOL DISTRICTS; THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I FOR FISCAL YEAR 1973-74; THE KEY TO SOLVING THE HIGH DROPOUT RATE OF INDIAN YOUTH; MEANS TO MOTIVATE AND MAINTAIN THE NATIVE YOUTH IN THE PUBLIC SCHOOLS; AND THE STATE DEPARTMENT OF EDUCATION'S POSITION ON INDIAN SELF-DETERMINATION. THE RECOMMENDATIONS PERTAIN TO INDIAN CULTURAL STUDIES, LEGISLATION, ACTION POLICY, TITLE IV OF THE INDIAN EDUCATION ACT, COLLEGE PROGRAMS, INDIAN ENROLLMENT IN PUBLIC SCHOOLS, AND THE BUDGET FOR INDIAN EDUCATION. ADDITIONAL STAFF INFORMATION ON THE RECOMMENDATIONS AS APPROVED BY THE STATE BOARD OF EDUCATION IS APPENDED. (NQ)

ACCESSION NUMBER: ED101876

PUBLICATION DATE: 75

TITLE: THE ONLY LAND I KNOW: A HISTORY OF THE LUMBEE INDIANS.

PERSONAL AUTHOR: DIAL, ADOLPH L.; ELIADES, DAVID K.

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; *CULTURAL BACKGROUND; CULTURE CONFLICT; DISCRIMINATORY LEGISLATION; EDUCATION; *HISTORY; IDENTIFICATION (PSYCHOLOGICAL); LEGENDS; POLITICS; RACIAL DIFFERENCES; RELIGION; *SELF ACTUALIZATION; SOCIAL CLASS; SOCIAL DISCRIMINATION; *TRIBES

IDENTIFIER: *LUMBEES

DESCRIPTIVE NOTE: 188P.

THIS BOOK IS BASICALLY A NARRATIVE OF THE MAJOR PERSONALITIES, EXPERIENCES, AND FEARS OF THE LUMBEE INDIANS OF SOUTHEASTERN NORTH CAROLINA. A PIONEERING EFFORT TO RECORD THE HISTORY OF THE LUMBEES, THE BOOK IS NECESSARILY BASED ON "LOGICAL SUPPOSITION AND ORAL HISTORY". IT ATTEMPTS TO ANSWER 2 QUESTIONS: (1) WHO ARE THE LUMBEE INDIANS; AND (2) WHAT ARE THEIR ORIGINS? IN 1953, APPROXIMATELY 40,000 INDIANS LIVING MAINLY IN ROBESON COUNTY TOOK THE TRIBAL NAME "LUMBEE" FROM THE LUMBEE RIVER. THESE INDIANS WHO HAVE NEVER BEEN PLACED ON RESERVATIONS, NOR BEEN WARDS OF THE STATE OR FEDERAL GOVERNMENT, WERE FORMERLY KNOWN BY SEVERAL DIFFERENT NAMES: ROBESON INDIANS; INDIANS OF ROBESON COUNTY; CROATAN INDIANS; AND THE CHEROKEE INDIANS OF ROBESON COUNTY. THOUGH THE INDIAN STRAIN IS VERY STRONG IN THE LUMBEES, THEY HAVE SO THOROUGHLY ADOPTED THE WHITE MAN'S WAYS, LITTLE REMAINS OF THEIR INDIAN CULTURE. THEY HAVE ALWAYS CONSIDERED THEMSELVES INDIAN, AS HAVE THE WHITE COMMUNITIES SURROUNDING THEM. THEIR HISTORY IS ONE OF STRUGGLE -- STRUGGLE TO GAIN ACCEPTANCE AS INDIANS, TO ESCAPE THE EMASCULATING EFFECTS OF DISCRIMINATORY LAWS, AND TO JOIN THE MAINSTREAM OF SOCIETY AS FIRST-CLASS CITIZENS. A SELECTED BIBLIOGRAPHY AS WELL AS THE APPENDICES WHICH GIVE A LIST OF LOST COLONISTS, NOTABLE LEGISLATION, LUMBEES IN NATIONAL AFFAIRS AND IN ELECTIVE OFFICES CONCLUDE THE BOOK. (AH)

AVAILABILITY: INDIAN HISTORIAN PRESS, 1451 MASONIC AVE., SAN FRANCISCO, CA 94117 ($6.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED101886

PUBLICATION DATE: 75

TITLE: MANAGEMENT DECISIONS IN INDIAN EDUCATION. AUDIO/VISUAL SCRIPTS FOR A SEVEN PROGRAM SERIES ON SCHOOL MANAGEMENT OPTIONS. RESEARCH AND EVALUATION REPORT SERIES NO. 32.

PERSONAL AUTHOR: STREIFF, PAUL R.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY CONTROL; CURRICULUM; *DECISION MAKING; EDUCATIONAL ADMINISTRATION; *EDUCATIONAL ALTERNATIVES; EDUCATIONAL ASSESSMENT; FILMSTRIPS; *PARENT EDUCATION; PRIVATE SCHOOLS; PUBLIC SCHOOLS; SCHOOL PLANNING; *SCRIPTS; SELF ACTUALIZATION; STATE FEDERAL AID; TAPE RECORDINGS

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 150P.; INFORMATION ON THE AVAILABILITY OF THE SLIDE-TAPE PACKAGE CAN BE OBTAINED BY CONTACTING INDIAN EDUCATION RESOURCES CENTER, DIVISION OF EVALUATION, RESEARCH AND DEVELOPMENT, BUREAU OF INDIAN AFFAIRS, P.O. BOX 1788, ALBUQUERQUE, NEW MEXICO 87103

DESIGNED TO PROMOTE INFORMED DECISION MAKING AMONG INDIAN PEOPLE WHOSE CHILDREN ARE CURRENTLY ATTENDING A SCHOOL OPERATED BY THE BUREAU OF INDIAN AFFAIRS (BIA), THIS SCRIPT FOR A SEVEN-PART PROGRAM IS MADE UP OF FILMSTRIPS AND RECORDINGS WHICH BOTH ASK QUESTIONS AND PROVIDE INFORMATION. PROGRAM 1 IS AN INTRODUCTION/ORIENTATION PROGRAM CENTERED AROUND THE FACT THAT BY JUNE 30, 1975 AT LEAST ONE-FOURTH OR 50 OF THE BIA SCHOOLS "WILL OPERATE UNDER THE MANAGEMENT SYSTEM CHOSEN BY THOSE SERVED BY THE SCHOOL." PROGRAM 2 IS CONCERNED WITH NEEDS ASSESSMENT--EVALUATION OF: EDUCATIONAL GOALS OF STUDENTS AND COMMUNITY; CURRICULUM; ACTIVITIES OUTSIDE THE CLASSROOM; AND SCHOOL ADMINISTRATION. PROGRAMS 3-6 DEFINE FOUR KNOWN SCHOOL MANAGEMENT OPTIONS--(1) THE FEDERAL SCHOOL; (2) THE PUBLIC SCHOOL; (3) THE TRIBAL-PRIVATE OR CONTRACT SCHOOL (LEGALLY AUTHORIZED BY WRITTEN CONTRACT BETWEEN THE BIA AND A TRIBALLY AUTHORIZED GROUP); AND (4) THE COMBINATION SCHOOL (A COMBINATION OF THE LEGAL AND FINANCIAL ASPECTS OF PUBLIC, FEDERAL, AND TRIBAL-PRIVATE SCHOOLS). A FIFTH OPTION IS DESCRIBED AS ANY NEW SCHOOL PROGRAM THAT HAS NOT YET BEEN TRIED. ENTITLED "ANOTHER LOOK: IT'S YOUR MOVE", PROGRAM 7 REITERATES THE OPTIONS PRESENTED IN PROGRAMS 3-6 AND EMPHASIZES THE NECESSITY FOR INFORMED DECISION MAKING ON THE PART OF PARENTS. (JC)

38

ACCESSION NUMBER: ED101893

PUBLICATION DATE: 19 AUG 74

TITLE: OPEN-CONCEPT SCHOOL FOR INDIAN EDUCATION. SAULT STE. MARIE, MICHIGAN, TITLE III, ESEA 1973-74. EXTERNAL EVALUATION REPORT.

PERSONAL AUTHOR: PRINCE, HENRY J.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; ALTERNATIVE SCHOOLS; *AMERICAN INDIANS; COMMUNICATION SKILLS; *COMPARATIVE ANALYSIS; EDUCATIONAL ASSESSMENT; ELEMENTARY EDUCATION; FOLLOWUP STUDIES; *OPEN EDUCATION; PARENT REACTION; *PROGRAM EVALUATION; QUESTIONNAIRES; STANDARDIZED TESTS; STUDENT ATTITUDES; TEACHER AIDES; TEACHER ATTITUDES

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III; MICHIGAN; *OJIBWAYS

DESCRIPTIVE NOTE: 67P.; FOR RELATED DOCUMENT, SEE ED 091 117; BEST COPY AVAILABLE

AN EXTERNAL EVALUATION REPORTING ON THE TITLE III, ELEMENTARY AND SECONDARY ACT, OPEN CONCEPT SCHOOL PROGRAM FOR INDIAN EDUCATION, FOCUSES ON COGNITIVE AND PSYCHOMOTOR DEVELOPMENT OF EXPERIMENTAL STUDENTS, PERCEPTIONS OF THE PROGRAM (STAFF MEMBERS, PARENTS, AND NON-EXPERIMENTAL TEACHERS), AND PROGRAM ACCOMPLISHMENT OF OTHER OBJECTIVES, PRIMARILY PROCESS AND PROCEDURAL AIMS. COMPARATIVE DATA GATHERED OVER A 1 YEAR PERIOD ARE PRESENTED IN TABULAR FORM WITH ACCOMPANYING NARRATIVE. DATA ARE DERIVED FROM TEACHER AND ON-SITE OBSERVATIONS, PARENT AND STAFF QUESTIONNAIRES, STAFF INTERVIEWS, A JUNIOR HIGH SCHOOL FOLLOWUP STUDY, STANDARDIZED ACADEMIC ACHIEVEMENT TESTS, AFFECTIVE DOMAIN RESULTS, AND A DIFFUSION STUDY. IN TERMS OF PROGRAM OBJECTIVES, DATA REVEALS THAT: THE STAFF HAS DEVELOPED ALTERNATE STAFFING PATTERNS AND FLEXIBLE STUDENT MANAGEMENT PRACTICES, INTRODUCED EARLY CHILDHOOD EDUCATION FOR PRESCHOOLERS, PROVIDED INDIVIDUALIZED LABORATORY INSTRUCTION, ESTABLISHED LEARNING CENTERS IN MAJOR SUBJECT AREAS, AND INCREASED PARENTAL UNDERSTANDING OF EDUCATIONAL OBJECTIVES. STUDENTS HAVE NOT IMPROVED THEIR KNOWLEDGE, COMPREHENSION, AND APPLICATION IN LANGUAGE ARTS BY AN 0.75 GRADE LEVEL EQUIVALENT, BUT HAVE ACCOMPLISHED THESE GOALS IN MATHEMATICS. GENERALLY THE OPEN CONCEPT PROGRAM HAS BEEN SUCCESSFUL IN MEETING ITS OBJECTIVES; ITS MAJOR WEAKNESS INVOLVES THE LANGUAGE ARTS AND READING COMPONENTS, AND STAFF COMMUNICATION. (JC)

39

ACCESSION NUMBER: ED101894

PUBLICATION DATE: JAN 75

TITLE: OPEN CONCEPT SCHOOL FOR INDIAN EDUCATION.

PERSONAL AUTHOR: BISHOP, ROBERT E.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; ALTERNATIVE SCHOOLS; *AMERICAN INDIANS; COMMUNICATION SKILLS; COMPARATIVE ANALYSIS; EDUCATIONAL ASSESSMENT; *ELEMENTARY EDUCATION; FOLLOWUP STUDIES; *OPEN EDUCATION; PARENT REACTION; *PROGRAM EVALUATION; QUESTIONNAIRES; STUDENT ATTITUDES; STUDENT EVALUATION; TEACHER ATTITUDES

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III; MICHIGAN; *OJIBWAYS

DESCRIPTIVE NOTE: 49P.; COLORED PAGES AND PHOTOGRAPHS MAY REPRODUCE MARGINALLY

A TITLE III, ELEMENTARY AND SECONDARY EDUCATION ACT, OPEN CONCEPT SCHOOL PROGRAM HAS BEEN SERVING THE OJIBWAY INDIAN COMMUNITY FOR 4 YEARS AND HAS RECENTLY BEEN EVALUATED. DERIVED FROM A PROJECT EVALUATION SUBMITTED AUGUST 19, 1974, THIS INFORMAL REPORT PRESENTS COMPARATIVE DATA ON THE OPEN CONCEPT AND TRADITIONAL SCHOOL. USING A "FREQUENCY OBSERVED" PARAMETER, EVALUATORS COMPARED THE EXPERIMENTAL SCHOOL WITH A TRADITIONAL SCHOOL FROM THE SAME DISTRICT VIA SITE OBSERVATIONS. TRANSITION FROM ELEMENTARY TO JUNIOR HIGH SCHOOL WAS EVALUATED VIA DATA RELATIVE TO DAILY ABSENTEEISMS, DISCIPLINE REFERRALS, AND ACADEMIC FAILURE IN MATH, ENGLISH, SOCIAL STUDIES, AND SCIENCES FOR GRADES 7 AND 8. PARENTAL ATTITUDES WERE EVALUATED VIA 30 COMPLETED QUESTIONNAIRES (OVER 100 WERE SOLICITED). STUDENT ATTITUDES WERE MEASURED BY A 25 ITEM QUESTIONNAIRE WHEREIN RESPONSE WAS MADE VIA A PICTURE OF A "SMILING", NEUTRAL, OR NEGATIVE FACE. TEACHER ATTITUDES WERE MEASURED BY A WRITTEN QUESTIONNAIRE CONCERNED WITH IMPLEMENTATION PROCEDURES (LESSON PLANS, CLASSROOM RULES, DISCIPLINE, WORK ASSIGNMENTS, ETC.) THE EVALUATOR'S SUMMATION STATED THAT "IN GENERAL, THE OPEN CONCEPT PROGRAM HAS EXHIBITED SUCCESS IN MEETING ITS OBJECTIVES; ITS MAJOR WEAKNESS INVOLVES THE LANGUAGE ARTS AND READING COMPONENTS OF THE PROGRAM, AS WELL AS STAFF COMMUNICATION". (JC)

40

ACCESSION NUMBER: ED101896

PUBLICATION CATE: DEC 73

TITLE: A MODEL PROGRAM FOR TRAINING PERSONNEL TO DEVELOP SOLUTIONS TO MAJOR EDUCATIONAL PROBLEMS IN THE INDIAN AND MEXICAN-AMERICAN COMMUNITIES. FINAL REPORT.

PERSONAL AUTHOR: HALE, JAMES A.

DESCRIPTOR: *AMERICAN INDIANS; CHANGE AGENTS; CONSORTIA; EDUCATIONAL DEVELOPMENT; *EDUCATIONAL RESEARCHERS; *HIGHER EDUCATION; INTERINSTITUTIONAL COOPERATION; *MEXICAN AMERICANS; *MODELS; PROGRAM EVALUATION; SKILL DEVELOPMENT; SUMMATIVE EVALUATION; TRAINING

IDENTIFIER: *CHICANOS

DESCRIPTIVE NOTE: 223P.

THE PROGRAM'S OBJECTIVE WAS TO TRAIN A CADRE OF RESEARCH AND DEVELOPMENT SPECIALISTS WITH COMPETENCIES TO STRENGTHEN AND INSTITUTIONALIZE ORGANIZATIONAL ASSESSMENT AND PROGRAM DEVELOPMENT WITHIN HIGHER EDUCATION INSTITUTIONS SERVING LARGE NUMBERS OF CHICANO AND NATIVE AMERICAN STUDENTS. THE PROJECT'S TWO MAJOR THRUSTS WERE: (1) PROJECT MANAGEMENT AND CONSORTIUM ARRANGEMENTS AND (2) ARTICULATION OF CURRICULUM OBJECTIVES, CONTENT, AND ACTIVITIES. FACULTY MEMBERS AND ADMINISTRATORS FROM 17 2-YEAR AND 4-YEAR "DEVELOPING" INSTITUTIONS OF HIGHER EDUCATION LOCATED IN THE SOUTHWESTERN UNITED STATES PARTICIPATED. THE RESEARCH TRAINING PROGRAM CONSISTED OF: (1) AN ENTRY SKILLS DIAGNOSTIC TEST ADMINISTERED PRIOR TO THE START OF FORMAL INSTRUCTION; (2) A FORMAL ACADEMIC TRAINING PHASE; AND (3) A PRACTICUM OR FOLLOWUP PHASE CONDUCTED AT THE PARENT INSTITUTION AND AT THE EDUCATIONAL TESTING SERVICE. BOTH "ENROUTE" AND TERMINAL PERFORMANCE MEASURES WERE USED IN THE PROGRAM'S EVALUATION. ALTHOUGH THE MODEL WAS DEFICIENT ALONG SOME LINES, IT PROVED TO BE USEFUL IN IDENTIFYING THE MAJOR DIMENSIONS OF A TRAINING PROGRAM. THIS REPORT CONTAINS DOCUMENTATION OF THE PROGRAM OBJECTIVES, ACTIVITIES, AND EVALUATION AND THE RESULTS OF TESTING A TRANSPORTABLE TRAINING MODEL. EXTERNAL EVALUATOR'S REPORTS (PRE-POST, COMPARATIVE, AND SUMMATIVE) ARE INCLUDED IN THE FORM SUBMITTED. (NQ)

ACCESSION NUMBER: ED102585

PUBLICATION DATE: NOV 74

TITLE: THE PROBLEMS OF TRANSLATION.

PERSONAL AUTHOR: HUNTSMAN, JEFFREY F.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIAN LANGUAGES; *AMERICAN LITERATURE; *CULTURAL CONTEXT; CULTURAL DIFFERENCES; POETRY; SOCIAL VALUES; *TRANSLATION

DESCRIPTIVE NOTE: 9P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE MIDWEST MODERN LANGUAGE ASSOCIATION (16TH, ST. LOUIS, MISSOURI, OCT. 31-NOV. 2, 1974); NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

THE PROBLEMS CONFRONTING THE TRANSLATOR OF AMERICAN INDIAN LITERATURE ARE IMMENSE. THE HISTORY OF EUROPEAN INDIAN RELATIONS HAS OBSCURED MANY ORIGINAL INDIAN VALUES AND ATTITUDES AND HAS SUBSTITUTED A SET OF SIMPLISTIC AND UNREAL ANGLO ATTITUDES THAT TRANSLATORS MUST TRANSCEND. UNLIKE MOST WESTERN LITERATURE, INDIAN LITERATURE DOES NOT INSTRUCT, BUT INSTEAD CELEBRATES AND INVOKES. IN SEARCHING FOR THE ESSENCE OF A PIECE, THE TRANSLATOR MUST CHOOSE BETWEEN SATISFYING THE REQUIREMENT TO PRESERVE THE LITERAL CONTENT OF THE WORK AND SATISFYING THE REQUIREMENT THAT THE TRANSLATION CONVEY THE SPIRIT OF THE ORIGINAL. TRANSLATION OF NATIVE AMERICAN LITERATURE USUALLY REQUIRES EITHER A NATIVE SENSITIVITY TO THE WORK OR THE AID OF A NATIVE INFORMANT. INDIAN POETRY IS TYPICALLY SPARE AND EVEN THE LENGTHY AND COMPLEX NAVAJO CHANTWAYS ABOUND WITH RARIFIED AND ELUSIVE SYMBOLISM WHICH SEEMS TO DEFY ELEGANT TRANSLATION. COMPOUNDING THE SEMANTIC PROBLEMS IS THE FACT THAT MOST INDIAN LITERATURE HAS AN INTIMATE PLACE IN A LARGE CONTEXT OF CEREMONY THAT CANNOT BE REPRODUCED IN PRINT AT ALL. THE INFLECTIONS OF SONG AND THE RHYTHMS OF DRUM AND DANCE ARE IMPOSSIBLE TO REPLICATE AND USUALLY LEAD TRANSLATORS TO RADICALLY ALTER THE FORM AND EVEN CONTENT OF THE INDIAN ORIGINALS. (TS)

HARD COPY NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED102795

PUBLICATION DATE: NOV 74

TITLE: SPECIAL EDUCATION GUIDELINES.

DESCRIPTOR: AGENCY ROLE; *AMERICAN INDIANS; CLASSIFICATION; CURRICULUM DESIGN; EDUCATIONAL ACCOUNTABILITY; EDUCATIONAL DIAGNOSIS; EDUCATIONAL OBJECTIVES; EDUCATIONAL PHILOSOPHY; EXCEPTIONAL CHILD EDUCATION; GIFTED; *GUIDELINES; *HANDICAPPED CHILDREN; IDENTIFICATION; INSTRUCTIONAL MATERIALS; PROFESSIONAL PERSONNEL; PUBLIC RELATIONS; *SPECIAL EDUCATION

IDENTIFIER: BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 31P.

PROVIDED ARE SPECIAL EDUCATION GUIDELINES (REVISED 1974) FOR EXCEPTIONAL (HANDICAPPED OR GIFTED) AMERICAN INDIAN AND ALASKAN NATIVE CHILDREN FROM BIRTH THROUGH AGE 25 YEARS IN SCHOOLS OPERATED BY THE BUREAU OF INDIAN AFFAIRS (BIA). REVIEWED ARE BROAD PHILOSOPHICAL GUIDELINES EMPHASIZING INDIVIDUALIZED INSTRUCTION, OBJECTIVES SUCH AS DECREASING SCHOOL DROPOUTS AND PROVIDING BIENNIAL REEVALUATION, POLICIES FOR SPECIAL EDUCATION SUPPORT BY LOCAL AGENCIES AND BIA CENTRAL AND AREA OFFICES, AND SCREENING AND ASSESSMENT PROCEDURES WHICH FOCUS ON SUCH AREAS AS EARLY EDUCATIONAL INTERVENTION AND PARENTAL APPROVAL. IT IS STRESSED THAT THE CATEGORICAL DESCRIPTIONS AND PROGRAM PLACEMENT SUGGESTIONS OFFERED ARE FOR ADMINISTRATIVE PLANNING (NOT FOR LABELING PURPOSES) IN THE FOLLOWING AREAS OF EXCEPTIONALITY: MENTAL RETARDATION, AURAL HANDICAPS, SPEECH-LANGUAGE IMPAIRMENT (INCLUDING STUDENTS WITH LIMITED ENGLISH), VISUAL HANDICAPS, SOCIAL-EMOTIONAL MALADJUSTMENT, PHYSICAL OR HEALTH IMPAIRMENTS, LEARNING DISABILITIES, MULTIHANDICAPS, THE HOMEBOUND, AND THE GIFTED. LISTED ARE PREPARATION AND DUTIES OF PROFESSIONAL PERSONNEL, AND GENERAL SUGGESTIONS ARE OFFERED IN REGARD TO CURRICULUM AND USE OF MATERIALS AND EQUIPMENT. ACCOUNTABILITY IS EXPLORED IN TERMS OF PROGRAM STRUCTURE, STUDENT ANALYSIS AND APPRAISAL, AND ASSESSMENT OF OBJECTIVES. ALSO MENTIONED IS THE NEED FOR PUBLIC RELATIONS INFORMATION EFFORTS. (LH)

ACCESSION NUMBER: ED102820

PUBLICATION DATE: APR 74

TITLE: NAVAJO LANGUAGE REVIEW, VOL. 1, NO. 2.

PERSONAL AUTHOR: PLATERO, PAUL, ED.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIAN LANGUAGES; BILINGUAL EDUCATION; *CONTRASTIVE LINGUISTICS; *GRAMMAR; LANGUAGE INSTRUCTION; LANGUAGE PROGRAMS; *LANGUAGE VARIATION; *NAVAHO; NEGATIVE FORMS (LANGUAGE); PERIODICALS; PRONUNCIATION INSTRUCTION; SEMANTICS; SYNTAX

DESCRIPTIVE NOTE: 70P.

THIS ISSUE OF THE NAVAJO LANGUAGE REVIEW CONSISTS OF FIVE PAPERS. THE FIRST, BY E. PERKINS, DEALS WITH THE SEMANTICS AND SYNTAX OF THE NAVAJO NEGATION PARTICLE "HANII." IN THE SECOND PAPER, S. BILLISON SPEAKS OF THE NEED TO PRESERVE THE NAVAJO LANGUAGE AND CULTURE THROUGH BILINGUAL EDUCATION PROGRAMS. M. SAVILLE-TROIKE STUDIES VARIATION AND CHANGE IN SOUTHWESTERN ATHABASKAN AND MAKES SUGGESTIONS FOR FURTHER DATA COLLECTION AND ANALYSIS. THE FOURTH PAPER IS PRESENTED FIRST IN NAVAHO THEN IN ENGLISH. THE AUTHORS, K. HALE AND L. HONIE, DISCUSS LANGUAGE COMPARISONS AND RELATED LANGUAGES. THE FINAL PAPER PRESENTS AN ANALYSIS OF THE USES OF THE NAVAJO CLASSIFIER INDUCTIVELY IN THE FORM OF A DIALOGUE BETWEEN TWO FRIENDS (TO BE CONTINUED IN THE NEXT ISSUE). (PMP)

AVAILABILITY: PAUL PLATERO, LINGUISTICS DEPARTMENT, M.I.T., CAMBRIDGE, MASSACHUSETTS 02139

HARD COPY NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED102870

PUBLICATION DATE: 73

TITLE: WRITING IN THE ESKIMO CLASSROOM. CAHIERS LINGUISTIQUES D'OTTAWA (OTTAWA LINGUISTICS PAPERS), VOL. 7, NO. 3.

PERSONAL AUTHOR: HOFMANN, T. R.

DESCRIPTOR: ALPHABETS; *AMERICAN INDIAN LANGUAGES; *ESKIMOS; *LANGUAGE INSTRUCTION; *ORTHOGRAPHIC SYMBOLS; SECOND LANGUAGE LEARNING; SYLLABLES; TEACHING METHODS; *WRITING; WRITING SKILLS; WRITTEN LANGUAGE

DESCRIPTIVE NOTE: 5P.

THERE ARE SEVERAL PRACTICAL REASONS FOR PREFERRING SYLLABIC WRITING IN TEACHING THE ESKIMO LANGUAGE TO NON-ESKIMOS: (1) THE USE OF SYLLABIC WRITING AVOIDS THE ROMAN LETTERS T, L, N, S, G, AND R, WHICH STIMULATE THE PRONUNCIATION HABITS OF FRENCH OR ENGLISH; (2) SYLLABIC WRITING IS WELL-SUITED TO ESKIMO BECAUSE OF ITS SMALL NUMBER OF VOWELS; (3) ESKIMO IS EASIER TO READ WHEN WRITTEN IN SYLLABIC, AND MUCH OF THE ESKIMO LITERATURE AVAILABLE IS WRITTEN IN SYLLABIC; (4) SYLLABIC WRITING GUARDS AGAINST ONE OF THE MISUSES OF WRITING IN THE LANGUAGE CLASS, DISCUSSION OF WORD STRUCTURE. THE MOST POPULAR VARIETY OF SYLLABIC WRITING FOR ESKIMO DOES NOT HAVE A DISTINCT SYMBOL FOR EACH SOUND AND DOES NOT SEEM TO WORK WELL IN TEACHING THE LANGUAGE. ANOTHER SYSTEM--AN EXTENDED VARIETY--USES COMBINATIONS OF SYMBOLS TO REPRESENT SIMPLE SOUNDS. THE COMBINATIONS, HOWEVER, ARE SOMETIMES AMBIGUOUS. AN ARTIFICIAL TEACHING ALPHABET FOR ESKIMO IS NOW IN USE AT THE UNIVERSITY OF OTTAWA. IT IS SYLLABIC, SIMILAR TO THE EXTENDED TYPE OF WRITING, AND ELIMINATES THE PROBLEMS OF THE OTHER SYLLABIC SYSTEMS. THE SYMBOLS OF THE TEACHING ALPHABET ARE GIVEN HERE. (PMP)

ACCESSION NUMBER: ED102934

PUBLICATION DATE: AUG 73

TITLE: A SURVEY OF LIBRARY SERVICES AVAILABLE TO NAVAJO PEOPLE ON THE NAVAJO INDIAN RESERVATION.

PERSONAL AUTHOR: WOOD, MARGARET

DESCRIPTOR: *AMERICAN INDIANS; FEDERAL AID; *FINANCIAL SUPPORT; LIBRARIES; LIBRARY PROGRAMS; *LIBRARY SERVICES; NATIONAL PROGRAMS; RESERVATIONS (INDIAN)

IDENTIFIER: ARIZONA; CANADA; SASKATCHEWAN

DESCRIPTIVE NOTE: 153P.; FOR RELATED DOCUMENTS SEE ED 100 342-346, ED 101 658, AND ED 102 934

WHILE THE NEED FOR LIBRARY SERVICES ON THE NAVAJO RESERVATION IN ARIZONA IS GREAT, FINANCIAL SUPPORT IS AT THE LEGAL MINIMUM, WHICH IS INADEQUATE. A REASON FOR THIS IS THAT INDIANS ON RESERVATIONS PAY NO STATE INCOME TAX, AND ARE THEREFORE NOT ENTITLED TO STATE SUPPORT, BUT MUST RELY ON FEDERAL FUNDING. A MODEL FOR A POSSIBLE SOLUTION TO THIS PROBLEM MAY BE FOUND IN A PROGRAM IN SASKATCHEWAN, CANADA, WHERE THE PROVINCE'S INDIAN-ESKIMO ASSOCIATION PROVED INDIAN USE AND NEED OF LIBRARIES TO THE CANADIAN DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT. ON THE INITIATION OF INDIVIDUAL INDIAN BANDS, THE DEPARTMENT HAS AGREED TO GRANT $1.50 PER CAPITA FOR LIBRARY SERVICES IF THE INDIANS WILL MATCH GRANTS AT THE RATE OF 10 CENTS PER CAPITA, AND IF A WORKING ARRANGEMENT IS ESTABLISHED WITH A LARGER LIBRARY SYSTEM. PRESSURE MAY BE APPLIED TO U.S. GOVERNMENT INSTITUTIONS FOR SIMILAR GRANTS TO INDIANS IN THE UNITED STATES. (LS)

46

ACCESSION NUMBER: ED103137

PUBLICATION DATE: 74

TITLE: CONTEMPORARY ISSUES OF THE AMERICAN INDIAN.

PERSONAL AUTHOR: DELORIA, VINE, JR., COMP.; AND OTHERS

DESCRIPTOR: AMERICAN HISTORY; *AMERICAN INDIANS; BIBLIOGRAPHIES; COURSE CONTENT; *CULTURAL EDUCATION; CULTURE CONFLICT; CURRICULUM DEVELOPMENT; *CURRICULUM GUIDES; ECONOMIC FACTORS; *HIGHER EDUCATION; LEGISLATION; MODELS; RESOURCE GUIDES; *SOCIAL PROBLEMS; TREATIES; VALUES

DESCRIPTIVE NOTE: 50P.

DESIGNED TO OFFER A DEVELOPING AMERICAN INDIAN STUDIES PROGRAM BASIC LECTURE TOPICS AND SOURCE MATERIALS, THIS GUIDE PRESENTS A MODEL FOR BOTH A QUARTER AND YEAR'S COURSE (THREE QUARTERS) IN CONTEMPORARY INDIAN ISSUES SUITABLE FOR STUDY AT THE COLLEGE LEVEL. MAJOR THEMES FOR THE QUARTER COURSE ARE IDENTIFIED AS: (1) HOW THE INSTITUTIONAL STRUCTURE OF INDIAN AFFAIRS DEVELOPED; (2) CURRENT ECONOMIC AND SOCIAL PROBLEMS OF AMERICAN INDIANS; AND (3) CONTEMPORARY MANIFESTATIONS OF THE INDIAN SPIRIT. BEGINNING WITH THE 1867-68 TREATIES, THERE ARE 17 LECTURES OUTLINED FOR THE QUARTER COURSE DEALING WITH SUCH TOPIC TITLES AS "THE INDIAN CLAIMS COMMISSION", "THE ERA OF SELF-DETERMINATION", AND "CASE STUDIES OF CONTEMPORARY PROBLEMS." ORGANIZED ON A WEEKLY BASIS, THE MODEL FOR THE YEAR'S COURSE PRESENTS 30 LECTURE SUGGESTIONS (10 PER QUARTER) WITH READING SUGGESTIONS FOR EACH WEEK. THE FALL QUARTER IS DEVOTED TO STUDY OF THE HISTORICAL PERSPECTIVE; THE WINTER QUARTER DEALS WITH ECONOMIC AND HUMAN DEVELOPMENT PROBLEMS; AND THE SPRING QUARTER IS CONCERNED WITH THE CULTURAL VALUES OF THE AMERICAN INDIAN COMMUNITY. REPRESENTATIVE LECTURE TITLES INCLUDE "THE INDIAN REORGANIZATION ACT AND THE ESTABLISHMENT OF TRIBAL GOVERNMENTS", "QUESTIONS OF TRIBAL DEVELOPMENT", AND "FILMS BY AND ABOUT INDIANS." BOTH A FILM AND A GENERAL BIBLIOGRAPHY ARE INCLUDED. (JC)

ACCESSION NUMBER: ED103138

PUBLICATION DATE: JAN 75

TITLE: NATIONAL INDIAN EDUCATION ASSOCIATION CONFERENCE (6TH, PHOENIX, ARIZONA, NOVEMBER 11-14, 1974). "INDIAN EDUCATION", VOL. 5, NO. 1, JANUARY 1975 .

DESCRIPTOR: AGENCIES; *AMERICAN INDIANS; BILINGUALISM; CAREER EDUCATION; *COMMUNITY INVOLVEMENT; CONFERENCES; *EDUCATIONAL LEGISLATION; ELEMENTARY SECONDARY EDUCATION; FEDERAL AID; HEALTH EDUCATION; HIGHER EDUCATION; LANGUAGES; SCHOOL DISTRICT AUTONOMY; *SELF ACTUALIZATION; SURVEYS; *TEACHER EDUCATION; TRIBES

IDENTIFIER: *INDIAN EDUCATION ACT

DESCRIPTIVE NOTE: 33P.

EXCERPTS FROM THE DISCUSSIONS AND PRESENTATIONS OF THE NATIONAL INDIAN EDUCATION ASSOCIATION'S 6TH ANNUAL CONFERENCE HELD IN NOVEMBER 1974 ARE REPRINTED IN THIS ISSUE OF "INDIAN EDUCATION." A SUBJECT INDEX AND INSTRUCTIONS ON HOW TO OBTAIN TAPE RECORDINGS OF THE SPEECHES AND WORKSHOP PROCEEDINGS ARE INCLUDED. TOPIC TITLES ARE: (1) "TRIBAL CONTROL: THE BUREAU OF INDIAN AFFAIR'S (BIA) PLAN"; "FEDERAL EDUCATION LEGISLATION: RECENTLY PASSED AND TO COME"; "TITLE IV: INDIAN EDUCATION ACT"; "FEDERAL PROGRAMS"; "FINANCIAL AIDS" (WORKSHOP); "COALITION OF INDIAN CONTROLLED SCHOOL BOARDS"; "COMMUNITY SCHOOLS: CONCEPTS AND FACTS" (A PLEA FOR AMERICAN INDIAN INVOLVEMENT IN COMMUNITY EDUCATION); "CHILD DEVELOPMENT CONSORTIUM" (DISCUSSION OF SIX TEACHER COMPETENCY REQUIREMENTS); "BILINGUAL EDUCATION" (WORKSHOP ON THE RESPONSIBILITY OF INDIAN PEOPLES TO PRESERVE THEIR LANGUAGES); "OVERVIEWS: PAST AND PRESENT" (INDIAN HEALTH CARE AND EDUCATION); "DAVID GRANT: SHAPING PEOPLE UP" (SELF-ACTUALIZATION); "URBAN INDIAN EDUCATION"; "NAVAJO EDUCATION"; "EDUCATION PROFESSIONS DEVELOPMENT ACT" (DISCUSSION OF THE ROLE OF INSTITUTIONS OF LEARNING IN INDIAN TEACHER TRAINING); "NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION"; "HOPI EDUCATION"; AND "RESOLUTIONS" (PASSED BY THE GENERAL ASSEMBLY). (JC)

JOURNAL CITATION: INDIAN EDUCATION; V5N1 JANUARY 1975

48

ACCESSION NUMBER: ED103148

PUBLICATION DATE: MAR 75

TITLE: A SELECTED BIBLIOGRAPHY ON MEXICAN AMERICAN AND NATIVE AMERICAN BILINGUAL EDUCATION IN THE SOUTHWEST (WITH ERIC ABSTRACTS). CAL. ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 6.

PERSONAL AUTHOR: CAHIR, STEPHEN; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; CONTENT ANALYSIS; ENGLISH (SECOND LANGUAGE); *MEXICAN AMERICANS; PROGRAM EVALUATION; *SOCIOLINGUISTICS; SPANISH; SPANISH SPEAKING

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 299P.

THIS BIBLIOGRAPHY PROVIDES ACCESS TO THE LATEST RESEARCH FINDINGS OR DEVELOPMENTS IN BILINGUAL EDUCATION WHICH RELATE SPECIFICALLY TO MEXICAN AMERICANS AND/OR AMERICAN INDIANS IN THE SOUTHWEST. THE INFORMATION CONTAINED IN THE 263 ENTRIES IS ANALYZED WITHIN SIMILAR LIMITS AS TO ITS SOCIOLINGUISTIC SIGNIFICANCE. COMPILED FROM ABSTRACTS WHICH APPEARED IN THE JANUARY 1971 THRU JUNE 1974 ISSUES OF "RESEARCH IN EDUCATION" (RIE), THE BIBLIOGRAPHY CONSISTS OF THREE SECTIONS: (1) AN ANALYSIS OF INDIVIDUAL ENTRIES IN TERMS OF THEIR SOCIOLINGUISTIC SIGNIFICANCE; (2) THE ERIC ABSTRACTS IN NUMERICAL ORDER; AND (3) A SUBJECT INDEX. TOPICS EMPHASIZED ARE BICULTURALISM, BILINGUALISM, CONTENT ANALYSIS, ENGLISH AS A SECOND LANGUAGE, PROGRAM EVALUATION, AND SPANISH. ENTRIES COVER A WIDE VARIETY OF EDUCATIONAL MATERIALS SUCH AS RESEARCH REPORTS, PROGRAM DESCRIPTIONS AND EVALUATIONS, AND RESOURCE MATERIALS. ORDERING INFORMATION IS APPENDED. (NQ)

ACCESSION NUMBER: ED103161

PUBLICATION DATE: 74

TITLE: THE AMERICAN INDIAN READER: HISTORY. BOOK FOUR OF A SERIES IN EDUCATIONAL PERSPECTIVES.

PERSONAL AUTHOR: COSTO, RUPERT; HENRY, JEANNETTE, ED.

DESCRIPTOR: *AMERICAN HISTORY; *AMERICAN INDIANS; CAUCASIANS; CHIEF ADMINISTRATORS; CULTURAL DIFFERENCES; *FEDERAL LEGISLATION; GOVERNMENT (ADMINISTRATIVE BODY); *LAND ACQUISITION; LEGAL RESPONSIBILITY; *TREATIES; TRIBES

DESCRIPTIVE NOTE: 149P.

IN AN ATTEMPT TO REWRITE AMERICAN HISTORY INCORPORATING "LONG HIDDEN FACTS" PERTINENT TO THE AMERICAN INDIAN, THIS BOOK ENDEAVORS TO RELATE THE "TRUTH IN HISTORY" AND MAKE "HUMANITY SEE ITSELF FACE TO FACE WITHOUT FEAR AND IN SPITE OF THE PANGS OF CONSCIENCE". EACH OF 7 CHAPTERS ADDRESSES A SPECIFIC ASPECT OF AMERICAN HISTORY RELEVANT TO THE AMERICAN INDIAN; THEY ARE TITLED AS FOLLOWS: (1) "BEFORE THE INVASION" (HISTORY OF THE NATIVE AMERICAN PRIOR TO EUROPEAN "INVASION"); (2) "THE BARBARIANS" (NATIVE SOPHISTICATION AS OPPOSED TO EUROPEAN BARBARISM); (3) "CULTURES AND CONFLICT" (DIFFERENCE BETWEEN NATIVE AMERICAN AND EUROPEAN PHILOSOPHY, WITH PARTICULAR REFERENCE TO LAND); (4) "THE TREATY ERA" (WITH U. S. LAND ACQUISITION CONSTITUTING THE IMPETUS BEHIND THE MAKING AND BREAKING OF TREATIES, REFERENCE IS MADE TO TREATIES WITH THE IROQUOIS, DELAWARES, NEZ PERCES, AND SIOUX); (5) "EXTERMINATION THROUGH LEGISLATION" (THE "DISPOSSESSING, EXPROPRIATING, AND EXTINGUISHING" OF INDIAN TITLE TO THEIR LANDS, WITH EMPHASIS ON INDIAN ALLOTMENTS PRIOR TO THE DAWES ACT); (6) "PRESIDENTS OF THE U. S. IN AMERICAN HISTORY" (THE PRESIDENTIAL ROLE); "A CHRONOLOGY OF AMERICAN INDIAN HISTORY" (ANNOTATED DATES FROM 1494 TO THE END OF THE 19TH CENTURY). (JC)

AVAILABILITY: INDIAN HISTORIAN PRESS, INC., 1451 MASONIC AVENUE, SAN FRANCISCO, CALIFORNIA 94117 ($3.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED103164

PUBLICATION DATE: 74

TITLE: INDIAN EDUCATION, OFFICE OF EDUCATION. HEARINGS BEFORE THE SUBCOMMITTEE ON DEPARTMENT OF THE INTERIOR AND RELATED AGENCIES.

DESCRIPTOR: ACADEMIC EDUCATION; ADULT EDUCATION; *AMERICAN INDIANS; *BUDGETING; *EDUCATIONAL LEGISLATION; ELEMENTARY SECONDARY EDUCATION; FEDERAL LEGISLATION; *FEDERAL PROGRAMS; HIGHER EDUCATION; PROGRAM ADMINISTRATION; PROGRAM BUDGETING; *RESOURCE ALLOCATIONS

IDENTIFIER: *INDIAN EDUCATION ACT

DESCRIPTIVE NOTE: 55P.; FOR RELATED DOCUMENTS, SEE ED 103 162-165.

THE PROPOSED FISCAL YEAR (FY) 1975 BUDGET FOR AMERICAN INDIAN EDUCATION FOR THE OFFICE OF EDUCATION REQUESTS $42 MILLION (THE SAME AMOUNT PROVIDED IN FY 1974) FOR THE INDIAN EDUCATION ACT. OF THIS TOTAL, $32 MILLION IS TO BE FOCUSED ON SPECIAL DEMONSTRATION PROJECTS FOR INDIAN CHILDREN AND $8 MILLION ON SPECIAL PROJECTS FOR INDIAN ADULTS. THESE FUNDS WILL ALSO BE USED TO: (1) TRAIN INDIAN TEACHERS AND ADMINISTRATORS, (2) TEST THE EFFECTIVENESS OF VARIOUS APPROACHES TO THE DELIVERY OF EDUCATIONAL SERVICES, (3) DEVELOP AND TEST VARIOUS COMMUNITY SCHOOL APPROACHES, (4) DEVELOP APPROACHES TO EARLY CHILDHOOD EDUCATION AND TECHNIQUES WHICH STRESS REMEDIAL BASIC SKILLS, AND (5) SUPPORT THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION AND THE OFFICE OF INDIAN EDUCATION. ON FEBRUARY 27, 1974, THE SUBCOMMITTEE ON DEPARTMENT OF THE INTERIOR AND RELATED AGENCIES ON THE HOUSE COMMITTEE ON APPROPRIATIONS MET TO HEAR TESTIMONY ON THE 1975 BUDGET REQUEST FOR THE INDIAN EDUCATION ACT PROGRAM IN THE OFFICE OF EDUCATION. WITNESSES WERE THE U.S. COMMISSIONER OF EDUCATION, ACTING DEPUTY COMMISSIONER FOR INDIAN EDUCATION, PLANNING OFFICER AND PROGRAM MANAGERS FOR THE OFFICE FOR INDIAN EDUCATION, ACTING BUDGET OFFICER OF THE OFFICE OF EDUCATION, AND BUDGET ANALYST OF THE OFFICE OF EDUCATION. (NQ)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 103 162.

ACCESSION NUMBER: ED103169

PUBLICATION DATE: 74

TITLE: WHALE HUNTING IS DIFFERENT THERE -- A REPORT ON THE ALASKA RURAL TEACHER TRAINING CORPS (ARTTC). COP CAREER OPPORTUNITIES PROGRAM BULLETIN 8.

PERSONAL AUTHOR: GARTNER, ALAN

DESCRIPTOR: *AMERICAN INDIANS; CROSS CULTURAL TRAINING; EDUCATIONAL ASSESSMENT; ESKIMOS; *HIGHER EDUCATION; *PROGRAM DESCRIPTIONS; *RURAL AREAS; SCHOOL COMMUNITY RELATIONSHIP; SCHOOL DISTRICT AUTONOMY; SMALL GROUP INSTRUCTION; *TEACHER EDUCATION; TEACHER INTERNS; TEAM LEADER (TEACHING); TEAM TRAINING

IDENTIFIER: *ALASKA RURAL TEACHER TRAINING CORPS; ARTTC

DESCRIPTIVE NOTE: 17P.

THE RESULT OF A WEEK LONG VISIT TO THE ARTTC PROGRAM, THIS REPORT IDENTIFIES PROGRAM STRENGTHS AND WEAKNESSES. THE BASIC PREMISE BEHIND THIS 4 YEAR COLLEGE PROGRAM IS IDENTIFIED AS "BELIEF THAT PERSONS NATIVE TO A COMMUNITY AND TRAINED IN THAT COMMUNITY ARE BEST PREPARED TO TEACH IN IT", SINCE THESE STUDENTS LEARN WHILE THEY TEACH IN 10 RURAL NATIVE VILLAGES, THOUGH THEIR COURSE WORK IS DERIVED FROM ANCHORAGE (UNIVERSITY OF ALASKA AND ALASKA METHODIST UNIVERSITY). EVIDENCE OF THE NEED FOR ARTTC IS ATTRIBUTED TO INCREASING DEMAND FOR LOCALIZATION OF ALASKA'S 4 ENTITY EDUCATIONAL SYSTEM (THE ALASKA STATE OPERATED SCHOOL SYSTEM; THE BUREAU OF INDIAN AFFAIRS SCHOOLS; CITY SCHOOLS; AND BOROUGH SCHOOLS) AND DEMAND FOR NATIVE RATHER THAN WHITE TEACHERS, SINCE TRADITIONALLY THERE HAVE BEEN FEW TRAINED NATIVE TEACHERS, THE ARTTC PROGRAM HAVING ONLY RECENTLY (1972) GRADUATED 23 OF ITS 54 PARTICIPANTS. WEAK AND SOMETIMES UNRELATED EDUCATION COURSES, THE DISTANT PROFESSOR (ANCHORAGE), AND COMMUNICATION AND COST PROBLEMS ARE CITED AS PROGRAM WEAKNESSES. PROGRAM STRENGTHS ARE IDENTIFIED AS USE OF: A CROSS-CULTURAL CURRICULUM, A COMMUNITY BASED PROGRAM, AN EXTERNAL DEGREE DESIGN BUILT AROUND A LEARNING TEAM, AND A COMBINATION OF NATIVE AND NON-NATIVE PEOPLES WORKING TOGETHER IN SMALL LEARNING GROUPS BASED ON THE TEAM LEADER ROLE. (JC)

ACCESSION NUMBER: ED103170

PUBLICATION DATE: 24 NOV 74

TITLE: CULTURAL AND BIOLOGICAL ADAPTATIONS TO DEPRIVATION: THE NORTHERN OJIBWA CASE.

PERSONAL AUTHOR: BISHOP, CHARLES A.

DESCRIPTOR: *ADJUSTMENT (TO ENVIRONMENT); *AMERICAN HISTORY; *AMERICAN INDIANS; CHANGE STRATEGIES; CULTURAL BACKGROUND; CULTURAL ENVIRONMENT; *DISADVANTAGED ENVIRONMENT; ECONOMIC CHANGE; ETHNOLOGY; *LIFE STYLE; SOCIAL ENVIRONMENT; SOCIAL STRUCTURE; SOCIOCULTURAL PATTERNS

IDENTIFIER: *OJIBWAS

DESCRIPTIVE NOTE: 36P.; PAPER PREPARED FOR THE SYMPOSIUM EXTINCTION AND SURVIVAL IN HUMAN POPULATIONS, AMERICAN ANTHROPOLOGICAL ASSOCIATION (MEXICO CITY, MEXICO, NOVEMBER 1974)

AFTER THE FUR TRADE REACHED THE OJIBWA DURING THE EARLY 17TH CENTURY, TRIBE STRUCTURE AND FUNCTION RAPIDLY CHANGED. THE INTENSITY OF SOCIAL LIFE INCREASED AS THE OJIBWA AND NEIGHBORING TRIBES GATHERED TO EXCHANGE FUR PELTS FOR EUROPEAN ITEMS. TRADE BECAME SO IMPORTANT THAT INTERTRIBAL HOSTILITIES AROSE AND AN ALMOST UNRESTRICTIVE SLAUGHTER OF ANIMALS OCCURRED. CEREMONIALS INCLUDED GREAT QUANTITIES OF SURPLUS GOODS WHICH WERE EXCHANGED OR DESTROYED AT MULTITRIBAL GATHERINGS. AS BEAVER DECLINED, THEY FOUND IT INCREASINGLY DIFFICULT TO PROCURE SUFFICIENT QUANTITIES TO OBTAIN TRADE SUPPLIES. IN ORDER TO SURVIVE, THE OJIBWA WERE FORCED TO ADAPT TO A HARE AND FISH SUBSISTENCE. NEITHER THESE RESOURCES NOR THE TRAPPING REQUIREMENTS ALLOWED FOR THE MAINTENANCE OF LARGE HUNTING GROUPS CHARACTERISTIC OF FORMER YEARS. THE ALTERED ENVIRONMENT AND EXTERNAL CONDITIONS OF TRADE TENDED TO MOLD THE NATURE OF SOCIAL GROUPS WHILE SETTING LIMITS ON THEIR SIZE AND THE EXTENT OF TERRITORY WHICH THEY COULD "EXPLOIT." THE FUNCTIONAL BASIS OF UNILINEAL SOCIETY WAS DESTROYED. THE OJIBWA HAD TO READJUST THEIR ADAPTIVE STRATEGIES TO CONFORM WITH SURVIVAL REQUIREMENTS. IN MOST CASES, THEY CHOSE SURVIVAL UNDER DEPRIVED CONDITIONS OVER EXTINCTION. FACED WITH THE NEED TO ADAPT TO A SITUATION WHERE ONLY SURVIVAL WAS THE REWARD, THEY SHOWED FLEXIBILITY IN ALTERING SUBSISTENCE STYLE, ORGANIZATIONAL NETWORKS, AND CULTURAL MOTIFS SO AS TO EXIST AND EXPAND. (AUTHOR/NQ)

ACCESSION NUMBER: ED103171

PUBLICATION DATE: 73

TITLE: A PHOTOGRAPHIC ESSAY OF THE SAN CARLOS APACHE INDIANS, VOLUME 2-PART A.

PERSONAL AUTHOR: SOTO, ED; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; ART PRODUCTS; BOARDING SCHOOLS; CLOTHING; *CULTURAL ENVIRONMENT; ELEMENTARY SECONDARY EDUCATION; ESSAYS; *HISTORICAL REVIEWS; HOUSING; INSTRUCTIONAL MATERIALS; *PHOTOGRAPHS; *RESOURCE GUIDES; SOCIAL STUDIES

IDENTIFIER: APACHES; *SAN CARLOS APACHE RESERVATION

DESCRIPTIVE NOTE: 34P.

AS PART OF A SERIES OF GUIDES DESIGNED FOR INSTRUCTION OF AMERICAN INDIAN CHILDREN AND YOUTH, THIS RESOURCE GUIDE CONSTITUTES A PICTORIAL ESSAY ON THE SAN CARLOS APACHE RESERVATION FOUNDED IN THE LATE 1800'S AND LOCATED IN ARIZONA'S GILA COUNTY. AN HISTORICAL NARRATIVE AND DISCUSSION QUESTIONS ACCOMPANY EACH OF THE 12 PHOTOGRAPHS. PHOTOGRAPHIC TOPICS INCLUDE: (1) OLD SAN CARLOS, 1887 (WIKIUPS ON A BARREN LANDSCAPE); (2) BOARDING SCHOOL CHILDREN (TWO PICTURES ILLUSTRATING BUREAU OF INDIAN AFFAIRS' INFLUENCE ON APACHE DRESS); (3) WOMEN BUILDING A WICKIUP (NARRATIVE DESCRIBES CONSTRUCTION OF THE WICKIUP WITH EMPHASIS ON "WOMEN'S WORK"); (4) APACHE SCOUTS (A BRIEF SOURCE OF EMPLOYMENT); (5) RATION DAY--LATE 1880'S (THE LONG LINE AND DAY LONG WAIT FOR FOOD ON THE RESERVATION); (6) THE CHANGING WOMAN CEREMONY--1900-1970 (COMPARISON OF THE FOUR-DAY PUBERTY CEREMONY); (8) WOMAN WITH TIP OF NOSE CUT OFF--1880'S (A FORM OF PUNISHMENT FOR UNFAITHFULNESS); (9) CAMPSITES (SELECTION CRITERIA); (10) THE WOMEN WITH BASKETS--1880 (BURDEN BASKETS, STORAGE JARS, PITCH COVERED WATER JARS, AND BOWLS); (11) "DUDE" (DAVID LONGSTREET, AN APACHE SCOUT); AND (12) WOMEN CARRYING HAY (THE DIVISION OF LABOR ACCORDING TO SEX). (JC)

AVAILABILITY: BUREAU OF SCHOOL SERVICES, COLLEGE OF EDUCATION, UNIVERSITY OF ARIZONA, TUCSON, ARIZONA 85721 ($1.25)

DOCUMENT NOT AVAILABLE FROM EDRS

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ACCESSION NUMBER: ED103172

PUBLICATION DATE: 73

TITLE: A PHOTOGRAPHIC ESSAY OF APACHE CHIEFS AND WARRIORS, VOLUME 2-PART B.

PERSONAL AUTHOR: BARKAN, GERALD; JACOBS, BEN

DESCRIPTOR: AGENCIES; *AMERICAN INDIANS; *BIOGRAPHICAL INVENTORIES; ELEMENTARY SECONDARY EDUCATION; ESSAYS; GOVERNMENT EMPLOYEES; HISTORICAL REVIEWS; INSTRUCTIONAL MATERIALS; *LEADERSHIP; *PHOTOGRAPHS; RESERVATIONS (INDIAN); *RESOURCE GUIDES; SOCIAL STUDIES

IDENTIFIER: *APACHES; CHIRICAHUAS

DESCRIPTIVE NOTE: 42P.

AS PART OF A SERIES DESIGNED FOR INSTRUCTION OF AMERICAN INDIAN CHILDREN AND YOUTH, THIS RESOURCE GUIDE CONSTITUTES A PICTORIAL ESSAY DESCRIBING FORTS, INDIAN AGENTS, AND APACHE CHIEFS, WARRIORS, AND SCOUTS OF THE 19TH CENTURY. ACCOMPANYING EACH PICTURE IS A BRIEF HISTORICAL-BIOGRAPHICAL NARRATIVE. FOCUS IS ON APACHE RESISTANCE TO THE RESERVATION. THE 16 PHOTOGRAPHS DEPICT: (1) FORTS (FORT APACHE); (2) GENERAL GEORGE CROOK (A FAIR MAN, WELL THOUGHT OF BY INDIANS); (3) GERONIMO (SOUTHERN CHIRICAHUA LEADER); (4) CHATO (LEADER OF THE RESISTANCE TO GERONIMO); (5) NANA (A WARM SPRINGS CHIEF); (6) MANGUS (A CHATO SUPPORTER); (7) LOCO (LEADER OF THE EASTERN BAND OF CHIRICAHUAS WHO SUCCEEDED VICTORIO); (8) NACHISE (A CHIRICAHUA CHIEF AND THE YOUNGER SON OF COCHISE); (9) CHIHUAHUA (CENTRAL CHIRICAHUA CHIEF AND A LEADER OF THE SAN CARLOS OUTBREAK ALONG WITH GERONIMO); (10) DUTCHY (A SCOUT FOR LT. DAVIS); (11) VICTORIO (A MIMBRENO CHIEF WHO SUCCEEDED MANGUS COLORADO IN 1863); (12) KAIDINE (A CHIRICAHUA WARRIOR); (13) BYLAS (A CHIEF OF THE EASTERN WHITE MOUNTAIN APACHES); (14) TSOE (A WESTERN APACHE OF THE CIBECUE GROUP); (15) SCOUTS (FOR THE U.S. ARMY, LATER SENT TO RESERVATIONS); (16) AGENTS (U.S. NONMILITARY MEN IN CHARGE OF RESERVATIONS). (JC)

AVAILABILITY: BUREAU OF SCHOOL SERVICES, COLLEGE OF EDUCATION, UNIVERSITY OF ARIZONA, TUCSON, ARIZONA 85721 ($1.25)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED103173

PUBLICATION DATE: 73

TITLE: A PHOTOGRAPHIC ESSAY OF APACHE CHILDREN IN EARLY TIMES, VOLUME 2-PART C.

PERSONAL AUTHOR: THOMPSON, DORIS; JACOBS, BEN

DESCRIPTOR: *AMERICAN INDIANS; *CHILDREN; CHILD RESPONSIBILITY; CLOTHING; CULTURAL ENVIRONMENT; ELEMENTARY SECONDARY EDUCATION; *HISTORICAL REVIEWS; INSTRUCTIONAL MATERIALS; NONFORMAL EDUCATION; PARENT CHILD RELATIONSHIP; *PHOTOGRAPHS; PHYSICAL ACTIVITIES; PLAY; *RESOURCE GUIDES; SEX ROLE; SOCIAL STUDIES; YOUTH

IDENTIFIER: *APACHES

DESCRIPTIVE NOTE: 37P.

AS PART OF A SERIES OF GUIDES DESIGNED FOR INSTRUCTION OF AMERICAN INDIAN CHILDREN AND YOUTH, THIS RESOURCE GUIDE CONSTITUTES A PICTORIAL ESSAY ON LIFE OF THE APACHE CHILD FROM 1880 TO THE EARLY 20TH CENTURY. EACH OF THE 12 PHOTOGRAPHS IS ACCOMPANIED BY AN HISTORICAL NARRATIVE WHICH DESCRIBES ONE OR MORE CULTURAL ASPECTS OF APACHE CHILDHOOD. QUESTIONS DESIGNED TO ELICIT COMPARISON OF PAST AND PRESENT CULTURES FOLLOW EACH NARRATIVE EXPLANATION. TOPICS COVERED VIA PHOTOGRAPH AND HISTORICAL NARRATIVE ARE: (1) BABY AND BABY CARRIER (PRACTICALITY AND SECURITY); (2) EARLY CHILDHOOD (DRESS AND CUSTOM); (3) PARENT AND CHILD (EMOTIONAL RELATIONSHIP); (4) GIRLS AT PLAY (PLAY AS A LEARNING DEVICE); (5) BOYS AND GIRLS AT PLAY (IMITATION OF ADULT ACTIVITIES); (6) BOYS AT PLAY (COMPETITIVE PLAY IN PREPARATION FOR HUNTING AND RAIDING PARTICIPATION); (7) BOYS IN CAMP (EVIDENCE OF A WHITE CAPTIVE WELL TREATED BY THE APACHE); (8) EVENING IN CAMP (STORYTELLING); (9) GIRLS--DUTIES AND EDUCATION (DEVELOPMENT OF PHYSICAL ENDURANCE FOR THE HARD WORK OF AN ADULT INDIAN WOMAN); (10) GIRLS--WILD FOOD GATHERING (FAMILIARITY WITH THE VARIETY OF EDIBLE PLANTS); (11) BOYS--TOUGHENING AND TRAINING (PREPARATION FOR THE LIFE OF HUNTER, RAIDER, AND WARRIOR); (12) YOUTH (DIFFERENCES BETWEEN MALE AND FEMALE ROLES). (JC)

AVAILABILITY: BUREAU OF SCHOOL SERVICES, COLLEGE OF EDUCATION, UNIVERSITY OF ARIZONA, TUCSON, ARIZONA 85721 ($1.25)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED103174

PUBLICATION DATE: 73

TITLE: A PHOTOGRAPHIC ESSAY OF APACHE CLOTHING, WAR CHARMS, AND WEAPONS, VOLUME 2-PART D.

PERSONAL AUTHOR: THOMPSON, DORIS; JACOBS, BEN

DESCRIPTOR: *AMERICAN INDIANS; CLOTHING; ELEMENTARY SECONDARY EDUCATION; EQUIPMENT; ESSAYS; *HISTORICAL REVIEWS; INSTRUCTIONAL MATERIALS; *PHOTOGRAPHS; RELIGIOUS FACTORS; *RESOURCE GUIDES; SOCIAL STUDIES; *WAR

IDENTIFIER: *APACHES

DESCRIPTIVE NOTE: 36P.

AS PART OF A SERIES OF GUIDES DESIGNED FOR INSTRUCTION OF AMERICAN INDIAN CHILDREN AND YOUTH, THIS RESOURCE GUIDE CONSTITUTES A PICTORIAL ESSAY ON APACHE CLOTHING, WAR CHARMS, AND WEAPONRY. A BRIEF HISTORICAL INTRODUCTION IS FOLLOWED BY 21 QUESTION SUGGESTIONS FOR CLASSROOM USE. EACH OF THE 12 PHOTOGRAPHIC TOPICS IS ACCOMPANIED BY A DESCRIPTIVE NARRATIVE. TOPICS ARE: (1) RAIDING AND WARFARE (DISTINCTION BETWEEN CONFISCATING ENEMY PROPERTY AND WAGING WAR); (2) APACHE DRESS (DEVELOPMENT FROM THE EARLY DEERSKIN THROUGH THE INFLUENCE OF MEXICAN AND ANGLO CULTURES); (3) MOCCASIN, WOODEN AWL AND BUCKSKIN CASE (REPAIR OF MOCCASINS AND CLOTHING WHILE ON THE MOVE); (4) BOW (CONSTRUCTION AND USE); (5) ARROWS (CONSTRUCTION AND USE OF HARDWOOD AND REED ARROWS); (6) QUIVER (MADE OF MOUNTAIN LION SKIN AND HOLDING 30 TO 40 ARROWS); (7) SPEAR (ARTISTIC CONSTRUCTION USING THE SOTOL STALK); (8) WAR CLUB (A 20 INCH STICK FASTENED TO A ROUND STONE COVERED WITH RAWHIDE USED TO KILL MEN AND BEASTS); (9) HELMET (SYMBOLIC AND CEREMONIAL USE); (10) SHIELD USED PRINCIPALLY IN CEREMONIES AS A SYMBOL OF DEFENSE AND VIEWED AS A PROTECTIVE CHARM); (11) WAR CHARMS (MADE ONLY BY THOSE WHO HAD 'ENEMIES-AGAINST POWER'--A CHIEF OR SHAMAN); (12) GUN (CEREMONIES DEVISED TO SECURE PROTECTION FROM THE GUN). (JC)

AVAILABILITY: BUREAU OF SCHOOL SERVICES, COLLEGE OF EDUCATION, UNIVERSITY OF ARIZONA, TUCSON, ARIZONA 85721 ($1.25)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED103175

PUBLICATION DATE: 74

TITLE: THE INDIAN EDUCATION ACT OF 1972: ANSWERS TO YOUR QUESTIONS.

DESCRIPTOR: ADMINISTRATIVE AGENCIES; ADULT EDUCATION; ADVISORY COMMITTEES; *AMERICAN INDIANS; CONTRACTS; DEMONSTRATION PROJECTS; *EDUCATIONAL LEGISLATION; *EDUCATIONAL OPPORTUNITIES; *FEDERAL AID; FEDERAL LEGISLATION; GRANTS; PERFORMANCE SPECIFICATIONS; *QUALIFICATIONS

IDENTIFIER: *INDIAN EDUCATION ACT 1972

DESCRIPTIVE NOTE: 9P.

DESIGNED FOR THOSE SEEKING INFORMATION RELATIVE TO FEDERAL AID AND EDUCATIONAL OPPORTUNITIES NOW AFFORDED THE AMERICAN INDIAN, THIS BRIEF BOOKLET DESCRIBES THE INDIAN EDUCATION ACT OF 1972 (TITLE IV PUBLIC LAW 92-318, EDUCATION AMENDMENTS OF 1972). THE 4 MAJOR COMPONENTS OF THIS ACT PROVIDE FOR FINANCIAL AID TO: PART A--LOCAL AND NONLOCAL EDUCATIONAL AGENCIES; PART B--SPECIAL PROGRAMS AND PROJECTS DESIGNED TO IMPROVE EDUCATIONAL OPPORTUNITIES FOR INDIAN CHILDREN THROUGH SUPPORT OF PILOT AND DEMONSTRATION PROJECTS; PART C--PROGRAMS DESIGNED TO IMPROVE INDIAN ADULT EDUCATION; AND PART D--ESTABLISHMENT OF A BUREAU-LEVEL OFFICE OF INDIAN EDUCATION WITHIN THE U.S. OFFICE OF EDUCATION (FOR ADMINISTRATION OF GRANTS AND CONTRACTS UNDER THE 1972 ACT) AND A NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION (MEMBERS CHARGED WITH ADVISORY AND EVALUATIVE RESPONSIBILITIES RELATIVE TO GOVERNMENTAL PROGRAMS AFFECTING INDIAN INTERESTS). ADDITIONAL BROCHURE INFORMATION INCLUDES REFERENCE TO PREVIOUS EDUCATIONAL LEGISLATION AFFECTING THE INDIAN, PROGRAMS ALREADY FUNDED VIA THIS ACT, THE INITIAL STEPS NECESSARY FOR THOSE DESIRING TO ESTABLISH PROGRAMS UNDER THIS ACT, AND THE MAJOR CONDITIONS NECESSARY FOR APPLICATION APPROVAL AS SPECIFIED IN PARTS A, B, AND C OF THIS ACT. (JC)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (E STOCK NO. 1780-01311; $0.40)

ACCESSION NUMBER: ED103181

PUBLICATION DATE: 21 NOV 74

TITLE: DESIGNING A BILINGUAL CURRICULUM.

PERSONAL AUTHOR: PFEIFFER, ANITA BRADLEY

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; CULTURAL FACTORS; *CURRICULUM DESIGN; *CURRICULUM DEVELOPMENT; DEMONSTRATION PROGRAMS; *PROGRAM DESCRIPTIONS; STUDENT CENTERED CURRICULUM

IDENTIFIER: ARIZONA; *NAVAJOS; ROUGH ROCK DEMONSTRATION SCHOOL

DESCRIPTIVE NOTE: 13P.; PAPER PRESENTED AT THE INTERAMERICAN CONFERENCE ON BILINGUAL EDUCATION, SECTION 11B: TEACHING IN THE MOTHER TONGUE (MEXICO CITY, NOVEMBER 21, 1974)

SEVERAL THINGS NEED TO BE CONSIDERED WHEN DESIGNING A BILINGUAL CURRICULUM FOR AND WITH THE NAVAJO COMMUNITY. THE MAJOR CONSIDERATION SHOULD BE THE INVOLVEMENT OF NAVAJO PARENTS AND THE LEADERSHIP OF NAVAJO SCHOOL BOARDS. THE CURRICULUM SHOULD BE DEVELOPED FROM THE NAVAJO POINT OF VIEW ABOUT THEIR WORLD. DESIGNERS OF A BILINGUAL EDUCATION CURRICULUM ALSO NEED TO CONSIDER THE: (1) COMMUNITY'S MAKEUP, ASPIRATIONS, GOALS, AND NEEDS; (2) SKILLS, ATTITUDES, VALUES, AND GOALS WHICH THE COMMUNITY DESIRES FOR ITS STUDENTS; (3) SCHOOL COMMUNITY RELATIONSHIP; (4) SCHOOL'S RELATIONSHIP WITH EXTERNAL AGENCIES (I.E., THE STATE, TRIBE, BUREAU OF INDIAN AFFAIRS); AND (5) TRIBE'S ATTITUDE TOWARD BILINGUAL BICULTURAL EDUCATION. CURRICULUM DESIGNERS SHOULD HAVE SOME DATA WHICH REFLECT THE BILINGUAL PROGRAM'S INTENSITY; WHETHER THIS INTENSITY WOULD REQUIRE THEM TO REFLECT A GOAL OF UNILITERATENESS OR PROMOTE BILITERATENESS; AND WHETHER THE PROGRAM AND, THEREFORE, THE CURRICULUM WOULD PROMOTE FULL BILINGUALISM. WHEN DESIGNING THE CURRICULUM, THE NAVAJO CALENDAR, IMPORTANCE OF THE HOME, CULTURAL BEHAVIOR DIFFERENCES, AND TEACHER QUALIFICATIONS MUST BE TAKEN INTO ACCOUNT. THIS PAPER FOCUSES ON THE EDUCATIONAL PROCESS DEVELOPED WITHIN THE ROUGH ROCK DEMONSTRATION SCHOOL, A COMMUNITY BASED EDUCATIONAL PROGRAM ON THE NAVAJO RESERVATION IN NORTHEASTERN ARIZONA. (NQ)

ACCESSION NUMBER: ED103184

PUBLICATION DATE: 74

TITLE: ANNUAL REPORT OF NEW YORK STATE INTERDEPARTMENTAL COMMITTEE ON INDIAN AFFAIRS, 1973-74.

PERSONAL AUTHOR: HATHORN, JOHN R.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; CLINICS; COMMITTEES; EDUCATIONAL FINANCE; EXPENDITURES; HEALTH SERVICES; LEADERSHIP; LEGISLATION; *RESERVATIONS (INDIAN); *SERVICES; SOCIAL SERVICES; *STATE PROGRAMS; TRANSPORTATION

IDENTIFIER: *NEW YORK

DESCRIPTIVE NOTE: 35P.; FOR RELATED DOCUMENTS, SEE ED 032 959; ED 066 279-280; ED 080 267

THE PURPOSE AND FUNCTION OF THE NEW YORK STATE INTERDEPARTMENTAL COMMITTEE ON INDIAN AFFAIRS IS TO RENDER, THROUGH THE SEVERAL STATE DEPARTMENTS AND AGENCIES REPRESENTED, VARIOUS SERVICES TO THE 8 AMERICAN INDIAN RESERVATIONS (CATTARAUGUS, ST. REGIS, TONAWANDA, TUSCARORA, ALLEGANY, ONANDAGA, SHINNECOCK, AND POOSPATUCK) LOCATED WITHIN THE BOUNDARIES OF NEW YORK. THIS 1973-74 ANNUAL REPORT DESCRIBES THE VARIOUS SERVICES RENDERED BY THE STATE DEPARTMENTS OF COMMERCE, EDUCATION, HEALTH, TRANSPORTATION, AND SOCIAL SERVICES. INFORMATION IS GIVEN ON EDUCATIONAL PROGRAMS, CLINIC SERVICES, GENERAL NURSING SERVICES, DENTAL SERVICES, TRANSPORTATION, SOCIAL SERVICES, HOUSING, AND FOSTER CARE. THE 1973 POST-SESSION AND THE 1974 LEGISLATIVE SESSION ACTIVITIES OF THE STATE ASSEMBLY SUBCOMMITTEE ON INDIAN AFFAIRS, WHICH SERVES AS ADVOCATE FOR THE INDIAN PEOPLE, ARE BRIEFLY DISCUSSED. ADDRESSES OF THE INTERDEPARTMENTAL COMMITTEE MEMBERS AND OF THE INDIAN RESERVATION LEADERS AND OFFICIALS ARE INCLUDED. (NQ)

ACCESSION NUMBER: ED103186

PUBLICATION DATE: 75

TITLE: THE NATIVE AMERICAN SPEAKS.

PERSONAL AUTHOR: BROMBERG, WALTER; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; BIAS; CLOTHING; CREATIVITY; CULTURAL BACKGROUND; *CURRICULUM; EFFECTIVE TEACHING; PSYCHOLOGICAL CHARACTERISTICS; RESOURCE GUIDES; SELF ACTUALIZATION; SELF EXPRESSION; SOCIAL CHANGE; *TEACHER ATTITUDES; *TEACHER EDUCATION; *TEACHING TECHNIQUES; VALUES

DESCRIPTIVE NOTE: 38P.

THIS PUBLICATION IS THE PRODUCT OF SEVERAL WORKSHOPS AND IS AIMED AT MULTI-ETHNIC INTEGRATION OF TEACHER ATTITUDES, CURRICULUM CONTENT, AND TEACHING TECHNIQUES. THE 7 ARTICLES AND 3 BIBLIOGRAPHIES, CONTRIBUTED BY NATIVE AMERICAN CONSULTANTS, EMPHASIZE RECOGNITION AND ALTERATION OF BIAS IN TEACHER ATTITUDES, CURRICULUM CONTENT, AND TEACHING TECHNIQUES. ARTICLES ARE TITLED "NAVAJO CULTURE TODAY--ALTERATION OF TRADITION" (A BRIEF HISTORY OF NAVAJO CULTURAL ERAS, THE FINAL ERA POSTULATED AS THAT OF LATE 20TH CENTURY TRIBAL OR INDIVIDUAL BUSINESS ENTERPRISE); "CULTURAL ASPECTS THAT AFFECT THE INDIAN STUDENT IN PUBLIC SCHOOLS" (TIME, COMPETITION, FUTURE ORIENTATION, AND TALK ARE CITED AS PHILOSOPHICAL DIFFERENCES); "CONTEMPORARY AND TRADITIONAL CLOTHING OF THE PUEBLOS" (A FASHION SHOW COMMENTARY DESIGNED TO DIFFERENTIATE BETWEEN THE 19 PUEBLOS IN NEW MEXICO); "THE VARIED AND CHANGING NATURE OF THE INDIAN COMMUNITY" (A PLEA FOR EDUCATING TEACHERS IN TERMS OF INDIAN IDENTITY AND THE NEGATIVE ASPECTS OF PATERNALISM); "SELF ACTUALIZATION THROUGH THE CREATIVE PROCESS" (CREATIVITY SEEN AS A MEANS OF LIBERATION); "SELF-IMAGE OF THE AMERICAN INDIAN--A PRELIMINARY STUDY" (DRUGS AND INDIAN PSYCHOLOGY, THE INDIAN GESTALT VIEW, AND SELF-IMAGE AND INDIAN PSYCHOLOGY). (JC)

ACCESSION NUMBER: ED103361

PUBLICATION DATE: 18 MAR 75

TITLE: HEALTH EDUCATION FOR INDIAN STUDENTS.

PERSONAL AUTHOR: WERDEN, PATRICIA K.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL AWARENESS; CULTURAL DIFFERENCES; CULTURAL FACTORS; *EDUCATIONAL NEEDS; ELEMENTARY EDUCATION; *HEALTH EDUCATION; *HEALTH NEEDS; HEALTH PROGRAMS; SECONDARY EDUCATION; SOCIOECONOMIC BACKGROUND; STUDENT NEEDS; *TEACHER RESPONSIBILITY

DESCRIPTIVE NOTE: 6P.; PAPER PRESENTED AT THE NATIONAL CONVENTION OF THE AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION (ATLANTIC CITY, NEW JERSEY, MARCH 18, 1975)

AN UNDERSTANDING OF HUMAN BEINGS IS ESSENTIAL TO PUBLIC HEALTH SERVICE AS WELL AS SCHOOL HEALTH EDUCATION. CULTURAL FACTORS WERE ESPECIALLY IMPORTANT IN THE CASE OF THE AMERICAN INDIAN, AS MANY INDIAN PROBLEMS ARE INTERRELATED WITH SOCIOECONOMIC PROBLEMS, RESULTING IN POOR NUTRITION, HOUSING, AND SANITATION. ALCOHOL, SUICIDE, AND IMPROPER USE OF HEALTH FACILITIES ARE DEVICES USED BY INDIANS IN COPING WITH LIFE'S PROBLEMS. DATA FROM FEDERAL FACILITIES FOR INDIANS SHOW THAT 60 PERCENT OF HOMES ARE SUBSTANDARD; ONLY A MINORITY HAVE RUNNING WATER; 39 PERCENT OBTAIN WATER FROM UNSAFE SOURCES; AND 48 PERCENT HAVE UNSATISFACTORY PRIVIES. LACK OF CONSTRUCTIVE WORK CONTRIBUTES TO PROBLEMS OF MENTAL HEALTH. INDIAN STUDENTS PRESENT A DIFFICULT CHALLENGE DUE TO LACK OF A POSITIVE SELF-IMAGE, CULTIVATED BY CULTURAL CONFLICT. THERE IS A NEED FOR TEACHERS TO INCREASE THEIR AWARENESS OF INDIAN CUSTOMS AND PRACTICES AND TO INTEGRATE THIS INTO THEIR TEACHING. TEACHERS MUST BE ABLE TO DIAGNOSE STUDENT NEEDS AND PRESCRIBE ACTIVITIES WHICH WILL BRING SUCCESS. A COMPREHENSIVE HEALTH EDUCATION PROGRAM WHICH INTEGRATES INDIAN CUSTOMS IS NEEDED AT ALL GRADE LEVELS, K-12. (AUTHOR)

ACCESSION NUMBER: ED103868

PUBLICATION DATE: NOV 74

TITLE: SOME RESOURCES IN INDIAN LITERATURE.

PERSONAL AUTHOR: MARKEN, JACK W.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *AMERICAN LITERATURE; *ANNOTATED BIBLIOGRAPHIES; *ANTHOLOGIES; BIBLIOGRAPHIES

DESCRIPTIVE NOTE: 8P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE MIDWEST MODERN LANGUAGE ASSOCIATION (16TH, ST. LOUIS, OCTOBER 31-NOV. 2, 1974)

THIS PAPER DISCUSSES SOME OF THE RESOURCES IN THE LITERATURE BY AND ABOUT THE AMERICAN INDIAN AND LISTS NUMEROUS ANTHOLOGIES AND BIBLIOGRAPHIES IN THIS AREA. MORE THAN 40 PUBLICATIONS ARE LISTED, INCLUDING "REFERENCE ENCYCLOPEDIA OF THE AMERICAN INDIAN," "AMERICAN INDIAN ALMANAC," "ETHNOGRAPHIC BIBLIOGRAPHY OF NORTH AMERICA," "AMERICAN INDIAN PROSE AND POETRY," "THE WHISPERING WIND: POETRY BY YOUNG AMERICAN INDIANS," "THE AMERICAN INDIAN READER," "LITERATURE OF THE AMERICAN INDIAN," AND "AMERICAN INDIAN VERSE TRANSLATIONS." (TS)

ACCESSION NUMBER: ED104133

PUBLICATION DATE: 73

TITLE: BILINGUALISM IN THE SOUTHWEST.

PERSONAL AUTHOR: TURNER, PAUL R., ED.

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; BICULTURALISM; *BILINGUAL EDUCATION; *BILINGUALISM; CULTURE; ENGLISH (SECOND LANGUAGE); *LANGUAGE INSTRUCTION; LANGUAGE RESEARCH; LINGUISTIC THEORY; *MEXICAN AMERICANS; SOCIOLINGUISTICS

IDENTIFIER: *SOUTHWESTERN UNITED STATES

DESCRIPTIVE NOTE: 350P.

THIS BOOK IS INTENDED TO ENCOURAGE INTERDISCIPLINARY EXCHANGE OF IDEAS AND COOPERATION IN THE STUDY OF BILINGUALISM. TO THIS END, THOSE WHO CONTRIBUTED THE ARTICLES COLLECTED HERE BELONG TO SEVERAL DISCIPLINES: ANTHROPOLOGY, EDUCATION, ENGLISH, LINGUISTICS, SOCIOLOGY AND SPANISH. THE BOOK IS DIVIDED INTO THREE PARTS: (1) MEXICAN-AMERICANS, (2) AMERICAN INDIANS, AND (3) SUGGESTIONS FOR FURTHER RESEARCH. PARTS ONE AND TWO CONTAIN ARTICLES ON ASSUMPTIONS AND METHODS, LANGUAGE RESOURCES AND DEVELOPMENT, AND CULTURAL AND LINGUISTIC INTERACTIONS. THE FOLLOWING AUTHORS CONTRIBUTED THE ARTICLES IN THE FIRST PART: (1) R. KJOLSETH, (2) R. N. CAMPBELL, (3) C. C. CHRISTIAN, JR., (4) C. OLSTAD, (5) R. J. CORNEJO, (6) R. W. YOUNG, (7) C. ROBINSON, AND (8) L. H. COLTHARP. THE ARTICLES IN THE SECOND PART WERE WRITTEN BY: (1) R. WILSON, (2) E. WILLINK, (3) W. HOLM, (4) K. HALE, (5) A. HOLM, W. HOLM AND B. SPOLSKY, (6) M. J. COOK, (7) M. MATHIOT, (8) W. L. LEAP, AND (9) C. G. BARBER. J. ORNSTEIN CONTRIBUTED THE ARTICLE THAT CONSTITUTES THE THIRD SECTION. (PMP)

AVAILABILITY: UNIVERSITY OF ARIZONA PRESS, BOX 3398, TUCSON, ARIZONA 85722 (PAPERBACK $7.45)

HARD COPY NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED104168

PUBLICATION DATE: MAY 75

TITLE: A SURVEY OF THE CURRENT STUDY AND TEACHING OF NORTH AMERICAN INDIAN LANGUAGES IN THE UNITED STATES AND CANADA. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 17.

PERSONAL AUTHOR: MARTIN, JEANETTE

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *BILINGUAL EDUCATION; BILINGUALISM; *COLLEGE LANGUAGE PROGRAMS; HIGHER EDUCATION; INSTRUCTIONAL MATERIALS; *LANGUAGE INSTRUCTION; REFERENCE MATERIALS; *SURVEYS

DESCRIPTIVE NOTE: 97P.

THIS SURVEY ATTEMPTS TO BRING TOGETHER AS MUCH INFORMATION AS POSSIBLE ON THE CURRENT STUDY AND TEACHING OF NORTH AMERICAN INDIAN LANGUAGES IN THE UNITED STATES AND CANADA. THE PRIMARY SOURCE OF DATA FOR THIS SURVEY WAS A QUESTIONNAIRE DISTRIBUTED IN THE SPRING OF 1973 TO 61 UNIVERSITIES AND COLLEGES IN THE U.S. AND CANADA. OTHER SOURCES WERE PUBLICATIONS, CONFERENCES, AND CORRESPONDENCE WITH INDIVIDUALS WORKING WITH THESE LANGUAGES. AN OVERVIEW OF THE STUDY OF NORTH AMERICAN INDIAN LANGUAGES IS PRESENTED FIRST, OUTLINING THE CONTRIBUTIONS OF SEVERAL GENERATIONS OF LINGUISTS AND LEADING UP TO A DISCUSSION OF THE PRESENT SITUATION. SOME CURRENT TRENDS ARE IDENTIFIED THROUGH DISCUSSION OF A REPRESENTATIVE GROUP OF RECENTLY INSTITUTED PROGRAMS. THREE APPENDICES PRESENT THE COLLECTED DATA. APPENDIX A LISTS AMERICAN INDIAN LANGUAGE COURSES AND OTHER TYPES OF PROGRAMS OF 101 UNIVERSITIES AND COLLEGES IN THE U.S. AND CANADA. IN APPENDIX B, MATERIALS USEFUL FOR THE STUDY OF AMERINDIAN LANGUAGES ARE CITED. APPENDIX C INDICATES PERSONS WHO ARE MAKING SIGNIFICANT CONTRIBUTIONS TO THE STUDY OF AMERICAN INDIAN LANGUAGES. ALSO INCLUDED ARE STATISTICS RELATING TO THE PRESENT NUMBER OF SPEAKERS IN THE MAJOR LANGUAGE GROUPS AND THE RECOMMENDATIONS OF THE CONFERENCE ON PRIORITIES IN AMERICAN INDIAN LANGUAGE WORK, HELD IN EUGENE, OREGON, IN AUGUST 1973. (AUTHOR/PMP)

AVAILABILITY: CENTER FOR APPLIED LINGUISTICS, 1611 NORTH KENT STREET, ARLINGTON, VIRGINIA 22209 ($4.00)

ACCESSION NUMBER: ED104405

PUBLICATION DATE: 75

TITLE: NATIVE AMERICANS OF NORTH AMERICA; A BIBLIOGRAPHY BASED ON COLLECTIONS IN THE LIBRARIES OF CALIFORNIA STATE UNIVERSITY, NORTHRIDGE. BIBLIOGRAPHY SERIES VOLUME 2.

PERSONAL AUTHOR: PERKINS, DAVID, COMP.; TANIS, NORMAN, COMP.

DESCRIPTOR: *AMERICAN INDIANS; *BIBLIOGRAPHIES; BOOKS; ETHNIC GROUPS; HIGH SCHOOL STUDENTS; *LIBRARY COLLECTIONS; UNDERGRADUATE STUDENTS; *UNIVERSITY LIBRARIES

IDENTIFIER; CALIFORNIA STATE UNIVERSITY NORTHRIDGE; NATIVE AMERICAN POPULATIONS; *NATIVE AMERICANS

DESCRIPTIVE NOTE: 26P.

INTENDED FOR USE BY UNDERGRADUATES AND ADVANCED HIGH SCHOOL STUDENTS, THIS BIBLIOGRAPHY IDENTIFIES SOME OF THE BOOKS, HELD IN CALIFORNIA STATE UNIVERSITY NORTHRIDGE LIBRARIES, BY AND ABOUT NATIVE AMERICAN POPULATIONS. THE BIBLIOGRAPHY LISTS AUTHOR, TITLE, PUBLISHER, PUBLICATION DATE, AND LIBRARY OF CONGRESS CLASSIFICATION NUMBER. (DGC)

ACCESSION NUMBER: ED104588

PUBLICATION DATE: MAR 75

TITLE: INDIAN EDUCATIONAL LEADERSHIP: A CONFERENCE REPORT (OCTOBER 2-5, 1973).

PERSONAL AUTHOR: ANTELL, WILL, ED.; LYNCH, PATRICK D., ED.

DESCRIPTOR: ADMINISTRATOR EDUCATION; *AMERICAN INDIANS; *CHANGE AGENTS; CHANGE STRATEGIES; *EDUCATIONAL ADMINISTRATION; EDUCATIONAL FINANCE; *EDUCATIONAL OBJECTIVES; *LEADERSHIP; POLITICAL INFLUENCES; RACIAL INTEGRATION; SELF ACTUALIZATION; SOCIAL CHANGE

DESCRIPTIVE NOTE: 72P.

PAPERS FROM THE NATIONAL CONFERENCE ON INDIAN EDUCATIONAL LEADERSHIP INCLUDE EIGHT DISCUSSIONS WHICH STRESS CONFERENCE OBJECTIVES TO: (1) DISCUSS PREPARATION PROGRAMS FOR NATIVE AMERICAN LEADERS IN EDUCATIONAL SETTINGS; AND (2) DISCUSS ISSUES RELATED TO INDIAN EDUCATION IN GENERAL. CONFERENCE PARTICIPANTS NUMBERED 150 MOST OF WHOM WERE NATIVE AMERICANS REPRESENTING 23 STATES AS WELL AS THE PROVINCES OF ALBERTA AND ONTARIO, CANADA; THIS MEETING CONSTITUTED THE FIRST NATIONAL GATHERING OF INDIAN EDUCATIONAL LEADERS. EMPHASIZING DETERMINATION AND COMMITMENT IN INDIAN LEADERSHIP, THE FOLLOWING DISCUSSION TITLES ARE INDICATIVE OF CONFERENCE SCOPE AND FOCUS: "INDIAN CONTROL OF THEIR OWN SCHOOLS: MYTH OR REALITY?"; "ARE INDIANS GOING TO BE FORCED TO DESEGREGATE UNDER NEW DESEGREGATION POLICIES?"; "INDIAN EDUCATIONAL ADMINISTRATION: WHAT SPECIAL SKILLS AND COMPETENCIES FOR EFFECTIVE LEADERSHIP?"; "INDIAN EDUCATION: CULTURAL CHANGE OR TRANSMISSION?"; "HOW SHOULD INDIAN EDUCATION BE FINANCED?"; "NEW ROLES FOR THE INDIAN PROFESSIONAL: CLIENT OR SYSTEM ORIENTED?"; "THE POLITICS OF INDIAN EDUCATION: DIFFUSION OR COALITION?"; "STRATEGIES FOR ORGANIZING EFFECTIVE LEADERSHIP IN INDIAN EDUCATIONAL ADMINISTRATION." (JC)

ACCESSION NUMBER: ED104598

PUBLICATION DATE: 74

TITLE: THE JICARILLA APACHES. A STUDY IN SURVIVAL.

PERSONAL AUTHOR: GUNNERSON, DOLORES A.

DESCRIPTOR: *ADJUSTMENT (TO ENVIRONMENT); *AMERICAN INDIANS; ANTHROPOLOGY; CULTURAL BACKGROUND; *CULTURAL INTERRELATIONSHIPS; *HISTORY; POLITICAL INFLUENCES; *SOCIOCULTURAL PATTERNS; SPANISH CULTURE; TRIBES

IDENTIFIER: *JICARILLA APACHES; PUEBLOS

DESCRIPTIVE NOTE: 326P.

FOCUSING ON THE ULTIMATE FATE OF THE CUARTELEJO AND/OR PALOMA APACHES KNOWN IN ARCHAEOLOGICAL TERMS AS THE DISMAL RIVER PEOPLE OF THE CENTRAL PLAINS, THIS BOOK IS DIVIDED INTO 2 PARTS. THE EARLY APACHE (1525-1700) AND THE JICARILLA APACHE (1700-1800) TRIBES ARE STUDIED IN TERMS OF THEIR: PERSISTENT CULTURAL SURVIVAL, SOCIAL/POLITICAL ADAPTABILITY, AND RELATIONSHIPS WITH THE PUEBLO INDIANS, THE SPANISH, AND OTHER AMERICAN INDIAN TRIBES. DOCUMENTATION DETAILS THE CUARTELEJO/PALOMA ASSOCIATION AND ALLIANCE WITH THE CARLANA APACHES OF SOUTHEASTERN COLORADO (ALL 3 TRIBES OF WHICH WERE INTIMATES OF THE JICARILLAS PROPER OF NORTHEASTERN NEW MEXICO); THEIR GRADUAL MOVEMENT SOUTHWARD; THEIR APPEARANCE IN TEXAS AND COAHUILA WHERE THEY WERE CALLED LIPIYANES AND LLANEROS AND FINALLY JUST LLANEROS; AND THEIR ULTIMATE RETURN TO NEW MEXICO WHERE IN 1798 AND 1801 THEY EXPLICITLY CLAIMED TO BE PART OF THE JICARILLAS AND REMAINED THE LLANERO BAND OF THE PRESENT JICARILLA TRIBE. (JC)

AVAILABILITY: NORTHERN ILLINOIS UNIVERSITY PRESS, DEKALB, ILL. 60115 ($12.50)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED104603

PUBLICATION DATE: 73

TITLE: ANNUAL REPORT OF NEW YORK STATE INTERDEPARTMENTAL COMMITTEE ON INDIAN AFFAIRS, 1972-1973.

PERSONAL AUTHOR: HATHORN, JOHN R.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; BUSINESS; CENSUS FIGURES; DATA; EDUCATIONAL PLANNING; FEDERAL AID; FEDERAL PROGRAMS; FEDERAL STATE RELATIONSHIP; HEALTH SERVICES; INTERAGENCY PLANNING; LEGISLATION; PUBLIC RELATIONS; *RESERVATIONS (INDIAN); SCHOOLS; *SOCIAL SERVICES; *STATE PROGRAMS; TRANSPORTATION; URBAN POPULATION

IDENTIFIER: *NEW YORK

DESCRIPTIVE NOTE: 42P.; FOR RELATED DOCUMENTS, SEE ED 032 959, ED 066 279-280, ED 080 267 AND ED 103 184.

THE ANNUAL REPORT OF THE NEW YORK INTERDEPARTMENTAL COMMITTEE ON INDIAN AFFAIRS WHICH SERVES 8 INDIAN RESERVATIONS WITHIN THE STATE OF NEW YORK DOCUMENTS THE 1972-73 SERVICES OF ITS VARIOUS DEPARTMENTS AND PRESENTS THE CHAIRMAN'S REPORT. THE DEPARTMENT OF COMMERCE REPORTS THAT ITS NEW MINORITY BUSINESS OFFICE IS AGGRESSIVELY SEEKING INDIAN BUSINESSMEN. STATISTICS RELATIVE TO CONTRACT AND RESERVATION SCHOOLS AND FINANCIAL EXPENDITURES FOR THE 3,150 INDIAN RESERVATION STUDENTS CONSTITUTES THE EDUCATION DEPARTMENT'S REPORT. THE HEALTH DEPARTMENT'S REPORT IS EXTENSIVE, PROVIDING SPECIFIC INFORMATION ON 7 RESERVATIONS. THE OFFICE OF PLANNING SERVICES, WHICH PROVIDES TECHNICAL ASSISTANCE AND COORDINATION OF ECONOMIC DEVELOPMENT AND COOPERATES WITH REGIONAL PLANNING BOARDS, REPORTS THAT IT IS DIRECTING CONCERN TOWARD URBAN INDIAN NEEDS, AND PROVIDES A LIST OF NEW YORK URBAN INDIAN ORGANIZATIONS. EXPENDITURES FOR RESERVATION ROADS AND PROPOSED IMPROVEMENTS ARE REPORTED BY THE TRANSPORTATION DEPARTMENT. THE SOCIAL SERVICES DEPARTMENT REPORTS ON FOSTER CARE, WORKSHOPS ON INDIAN IDENTITY AND HEALTH CARE, CONFERENCES, EDUCATIONAL PLANNING, FEDERAL PROGRAMS, AND PUBLIC RELATIONS. THE CHAIRMAN'S REPORT DETAILS CURRENT U. S. CENSUS FIGURES, STATE FEDERAL RELATIONS, FEDERAL AID, AND LEGISLATION RELATIVE TO INDIAN COMMUNITIES. (JC)

ACCESSION NUMBER: ED104604

PUBLICATION DATE: 3 APR 75

TITLE: SOCIOECONOMIC IMPLICATIONS OF BILINGUAL EDUCATION ON THE NAVAJO RESERVATION.

PERSONAL AUTHOR: READ, JOHN; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; *CHANGE AGENTS; COMMUNITY INVOLVEMENT; CULTURE CONTACT; POLITICAL INFLUENCES; *PROGRAM DEVELOPMENT; PROGRAM EVALUATION; RESERVATIONS (INDIAN); SELF ACTUALIZATION; SOCIAL CHANGE; SOCIAL INFLUENCES; *SOCIOECONOMIC INFLUENCES

IDENTIFIER: *NAVAJOS

DESCRIPTIVE NOTE: 16P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, WASHINGTON, D. C., MARCH 30 - APRIL 3, 1975

BILINGUAL EDUCATION PROGRAMS ARE USUALLY EVALUATED BY MEANS OF EDUCATIONAL TESTING INSTRUMENTS WHOSE VALIDITY AND RELIABILITY IS SUCH THAT CONCLUSIVE FINDINGS ARE UNLIKELY. IN REFERENCE TO NAVAJO BILINGUAL EDUCATION EVALUATION, IT IS PARTICULARLY IMPORTANT THAT CONSIDERATION BE GIVEN TO THE ECONOMIC, SOCIOLOGICAL, POLITICAL, CULTURAL, AND PSYCHOLOGICAL CONTEXT IN WHICH THE PROGRAM IS DEVELOPED, AS THE NAVAJO NATION IS EXPERIENCING SOCIAL CHANGE. FOR EXAMPLE, IF THE NAVAJO DIVISION OF EDUCATION MEETS ITS GOAL OF PRODUCING 1,000 NAVAJO TEACHERS IN 5 YEARS, THE SOCIOECONOMIC IMPACT OF TEACHERS COMING BACK TO THE RESERVATION FROM MAINSTREAM SOCIETY MAY WELL ALTER RESERVATION COMMUNITIES. THE BILINGUAL NAVAJO TEACHER MAY SERVE AS A CHANGE AGENT OR "CULTURAL BROKER", FOR HE WILL UNDOUBTEDLY BRING SOME MAINSTREAM VALUES BACK TO THE RESERVATION WHICH COULD INFLUENCE THE SOCIOLOGICAL, SOCIOECONOMIC ASPECT OF RESERVATION LIFE AND ULTIMATELY THE DEVELOPMENT OF BILINGUAL PROGRAMS. IT IS IMPORTANT, THEREFORE, THAT KEY SOCIAL FACTORS AFFECTING BILINGUAL PROGRAMS BE IDENTIFIED. A MORE CONCRETE GOAL WOULD BE TO CONSTRUCT MATCHING TYPOLOGIES--TYPES OF COMMUNITIES WHICH GIVE RISE TO TYPES OF SOCIOLINGUISTIC SITUATIONS LEADING IN TURN TO TYPES OF BILINGUAL PROGRAMS. (JC)

ACCESSION NUMBER: ED104607

PUBLICATION DATE: 75

TITLE: RESPECT FOR LIFE: REPORT OF A CONFERENCE AT HARPER'S FERRY, WEST VIRGINIA ON THE TRADITIONAL UPBRINGING OF AMERICAN INDIAN CHILDREN.

PERSONAL AUTHOR: MOREY, SYLVESTER M., ED.; GILLIAM, OLIVIA L., ED.

DESCRIPTOR: *ADOLESCENCE; *AMERICAN INDIANS; *CHILD REARING; CONFERENCE REPORTS; *EARLY CHILDHOOD; FAMILY INFLUENCE; FAMILY STRUCTURE; LIFE STYLE; *PHILOSOPHY; RELIGION; SOCIOCULTURAL PATTERNS

DESCRIPTIVE NOTE: 198P.

IN RECOGNITION OF THE PAST AND POTENTIAL CONTRIBUTIONS OF AMERICAN INDIAN PHILOSOPHY, THIS BOOK PRESENTS DISCUSSIONS WHICH CAME OUT OF A WEEK LONG CONFERENCE AT HARPER'S FERRY, WEST VIRGINIA. CONFERENCE PARTICIPANTS INCLUDED NATIVE AMERICAN ELDERS (REPRESENTATIVES FROM THE NAVAJO, MOHAWK, CROW, KIOWA, PUEBLO, AND ARAPAHO TRIBES) AND OFFICIALS OF THE MYRIN INSTITUTE FOR ADULT EDUCATION WHO MET IN AN EFFORT TO IDENTIFY AND COMPREHEND THE "INTUITIVE WISDOM" WHICH CHARACTERIZES AMERICAN INDIAN PHILOSOPHY. FOCUSING ON THE BUSINESS OF CHILD REARING FROM BIRTH TO ADOLESCENCE, THE DISCUSSIONS ARE ORGANIZED INTO 16 CHAPTERS WHICH ARE TITLED AS FOLLOWS: (1) "THE SPIRITUAL HERITAGE OF THE AMERICAN INDIAN"; (2) "CHILDBIRTH"; (3) "DISCIPLINE OF THE CRADLE BOARD"; (4) "THE POWER OF THE WORD" (EMPHASIS ON THE DIFFERENCE BETWEEN LANGUAGE SPOKEN AS A CHILD AND THAT SPOKEN AS AN ADULT); (5) "FOUNDATION OF THE EARLY YEAR"; (6) "SLEEPING AND WAKING" (THE FINALITY OF 1 DAY AND THE JOY OF ANOTHER); (7) "INSTILLING THE WISH TO OBEY"; (8) "ADOLESCENCE--A NEW PHASE"; (9) "THE ROLE OF THE GRANDPARENTS"; (10) "FAMILY AND CLAN STRUCTURE"; (11) "THE HOME"; (12) "NATURE"; (13) "THE MAGIC MISSION OF THE AMERICAN INDIAN"; (14) "THE MODERN INDIAN'S DILEMMA"; (15) "FIRST STEPS TOWARD A SOLUTION"; (16) "IN PURSUIT OF A COMMON GOOD". (JC)

AVAILABILITY: WALDORF PRESS, ADELPHI UNIVERSITY, GARDEN CITY, NEW YORK 11530 ($3.85)

ACCESSION NUMBER: ED104628

PUBLICATION DATE: 20 NOV 74

TITLE: BILINGUAL EDUCATION FOR INDIANS AND INUIT: THE CANADIAN EXPERIENCE.

PERSONAL AUTHOR: GOODERHAM, G. KENT

DESCRIPTOR: AGENCY ROLE; *AMERICAN INDIANS; *BILINGUAL EDUCATION; *CURRICULUM DEVELOPMENT; *EDUCATIONAL PROGRAMS; ELEMENTARY SECONDARY EDUCATION; GOVERNMENT ROLE; *INDIVIDUAL POWER; LANGUAGE INSTRUCTION; PARENT PARTICIPATION; TEACHER EDUCATION

IDENTIFIER: *CANADA; INUIT

DESCRIPTIVE NOTE: 14P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION (MEXICO CITY, MEXICO, NOVEMBER 1974)

THE 1867 BRITISH NORTH AMERICA ACT CONSIGNED RESPONSIBILITY FOR THE EDUCATION OF CANADIAN INDIANS AND INUIT TO THE FEDERAL GOVERNMENT, BUT CHURCHES RAN THE SCHOOLS UNTIL THE POST-WORLD WAR II PERIOD. GOVERNMENT POLICY FROM 1948 UNTIL 1969 ENCOURAGED THE INTEGRATION OF NATIVE CHILDREN INTO PROVINCIAL EDUCATIONAL SYSTEMS. IN 1969 THE GOVERNMENT PROPOSED THAT ALL SERVICES FOR NATIVE PEOPLE BE PROVIDED THROUGH THE SAME AGENCIES SERVING THE MAJORITY OF CITIZENS. NATIVE PEOPLE REJECTED THIS PROPOSAL AND IN 1972 DEMANDED CONTROL OF THEIR EDUCATIONAL SYSTEM IN ORDER TO PRESERVE THEIR CULTURAL IDENTITY. THE FEDERAL GOVERNMENT ACCEPTED THE PRINCIPLE OF INDIAN CONTROL OF INDIAN EDUCATION. CANADIAN ACCEPTANCE OF CULTURAL PLURALISM IS REFLECTED IN OFFICIAL SUPPORT FOR DEVELOPMENTAL STUDIES OF INDIGENOUS LANGUAGES. LANGUAGE PROGRAMS WERE DEVELOPED TO ENABLE INITIAL LITERACY IN INDIGENOUS LANGUAGES, WITH ENGLISH OR FRENCH BECOMING THE LANGUAGE OF INSTRUCTION BY GRADE 4. WHERE PARENTS REQUEST, THE NATIVE LANGUAGE MAY CONTINUE TO BE TAUGHT THEREAFTER. QUALIFIED STAFF SHORTAGES ARE BEING TACKLED THROUGH VARIOUS INNOVATIVE TRAINING PROGRAMS FOR NATIVE TEACHERS AND PARAPROFESSIONALS. EFFORTS ARE UNDERWAY TO ENCOURAGE THE INCLUSION OF NATIVE LANGUAGES IN PROVINCIAL CURRICULA AND TO DEVELOP INSTRUCTIONAL MATERIALS AND STRATEGIES BY CONSULTING NATIVE PARENTS AND ORGANIZATIONS. (AUTHOR/NQ)

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ACCESSION NUMBER: ED104792

PUBLICATION DATE: JUN 71

TITLE: INDIAN-AMERICANS. GRADE EIGHT, UNIT ONE, 8.1. COMPREHENSIVE SOCIAL STUDIES CURRICULUM FOR THE INNER CITY.

PERSONAL AUTHOR: DREWS, PEARL

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ETHNIC STUDIES; GRADE 8; HISTORY INSTRUCTION; INSTRUCTIONAL MATERIALS; JUNIOR HIGH SCHOOLS; LEARNING ACTIVITIES; SECONDARY EDUCATION; *SOCIAL STUDIES UNITS; *UNITED STATES HISTORY; URBAN EDUCATION

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE III; FICSS; FOCUS ON INNER CITY SOCIAL STUDIES

DESCRIPTIVE NOTE: 108P.; FOR RELATED DOCUMENTS SEE ED 070 693 AND ED 104 774 THROUGH ED 104 802; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY

THIS EIGHTH GRADE UNIT IS ONE OF A SEQUENTIAL LEARNING SERIES OF THE FOCUS ON INNER CITY SOCIAL STUDIES (FICSS) PROJECT DEVELOPED IN ACCORDANCE WITH NEEDS AND PROBLEMS OF AN URBAN SOCIETY. A DESCRIPTION OF THE PROJECT IS PROVIDED IN SO 008 271. THE BASIC PURPOSE OF THIS EIGHTH GRADE CURRICULUM IS TO STUDY THE CONTRIBUTIONS OF VARIOUS ETHNIC GROUPS TO AMERICAN HISTORY. THIS UNIT FOCUSES ON THE HISTORY OF THE AMERICAN INDIAN. SPECIFIC STUDENT INQUIRY AREAS INCLUDE THE HISTORY AND CULTURE OF THE INDIANS OF THE EASTERN AND NORTHEASTERN WOODLANDS, INDIANS OF THE SOUTHEAST, PLAINS INDIANS, SOUTHWESTERN INDIANS, AND INDIAN-WHITE RELATIONS. THE CONTENT OF THE UNIT INCLUDES TEACHING STRATEGIES, SOURCE MATERIALS, LEARNING OBJECTIVES, SPECIFIC LEARNING ACTIVITIES, AND TEACHER AND STUDENT RESOURCES. (AUTHOR/DE)

HARD COPY NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED105255

PUBLICATION DATE: 74

TITLE: PARTICIPATION IN AN INDIAN ADULT EDUCATION PROGRAM.

PERSONAL AUTHOR: BLUNT, ADRIAN; THORNTON, JAMES E.

DESCRIPTOR: *ADULT EDUCATION PROGRAMS; *AMERICAN INDIANS; *PARTICIPANT CHARACTERISTICS; PROGRAM PLANNING; PSYCHOLOGICAL CHARACTERISTICS; RESERVATIONS (INDIAN); SOCIAL FACTORS; SOCIOECONOMIC INFLUENCES

IDENTIFIER: BRITISH COLUMBIA

DESCRIPTIVE NOTE: 52P.

DIFFERENCES BETWEEN PARTICIPANTS AND NONPARTICIPANTS IN AN ON-RESERVE INDIAN ADULT EDUCATION PROGRAM IN BRITISH COLUMBIA WERE IDENTIFIED BY INTERVIEWING 22.5 PERCENT OF THE ADULT POPULATION IN A RANDOM SAMPLE. EIGHT OF 17 SOCIOECONOMIC VARIABLES AND 5 OF 13 SOCIOPSYCHOLOGICAL VARIABLES DIFFERENTIATED BETWEEN THE 42 PARTICIPANTS AND 44 NONPARTICIPANTS. SOCIAL PARTICIPATION, TRUST, INTEGRATION WITH RELATIVES, NUMBER OF CHILDREN, AND TOTAL ANNUAL INCOME EXPLAINED 30.81 PERCENT OF THE VARIATION IN PARTICIPATION, BUT ALIENATION WAS FOUND TO BE THE SINGLE MOST IMPORTANT PREDICTOR OF NONPARTICIPATION. BECAUSE (1) PARTICIPANTS HAD LOWER INCOMES THAN NONPARTICIPANTS, AND (2) THE PROGRAM IS FREE, FEW SOCIOECONOMIC BARRIERS TO PARTICIPATION WERE IDENTIFIED. PARTICIPANTS WERE LIKELY TO BE FEMALE, SO A NEED WAS INDICATED FOR MORE VOCATIONAL AND EMPLOYMENT-ORIENTED PROGRAMS. PARTICIPANTS WERE MORE INDEPENDENT OF RELATIVES, A FACTOR LEADING TO CONSIDERATION OF INFORMAL CLASSES FOR EXTENDED FAMILY GROUPS. OVERALL, PROGRAM PLANNING FOR INDIANS REQUIRES ANALYSIS OF THE COMMUNITY, INCLUSION OF COMMUNITY PERSONS IN PLANNING, INTERAGENCY COOPERATION, AND EVALUATION. STATISTICAL DATA THROUGHOUT THE REPORT ARE TABULATED AND DISCUSSED IN THE TEXT. APPENDIXES ARE A BIBLIOGRAPHY; ADULT EDUCATION COURSES HELD ON THE RESERVATION 1968-71; AND PRODUCT MOMENT CORRELATION COEFFICIENTS FOR 19 VARIABLES. (MDW)

74

ACCESSION NUMBER: ED105768

PUBLICATION DATE: 74

TITLE: TOPESL INTERPRETIVE MANUAL.

PERSONAL AUTHOR: BRIERE, EUGENE J.

DESCRIPTOR: *AMERICAN INDIANS; BILINGUAL EDUCATION; EDUCATIONAL DIAGNOSIS; *ENGLISH (SECOND LANGUAGE); LANGUAGE PROFICIENCY; *LANGUAGE TESTS; MANUALS; MEASUREMENT TECHNIQUES; NORM REFERENCED TESTS; RAW SCORES; *STANDARDIZED TESTS; *TEST INTERPRETATION; TEST RESULTS; TEST SELECTION; TEST VALIDITY

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE I; ESEA TITLE I; TOPESL

DESCRIPTIVE NOTE: 66P.

THIS IS AN INTERPRETIVE MANUAL DESIGNED TO ACCOMPANY THE TEST OF PROFICIENCY IN ENGLISH AS A SECOND LANGUAGE, A COMPREHENSIVE TEST ASSESSING PRODUCTION AND PERCEPTION SKILLS IN WRITTEN AND SPOKEN ENGLISH AND INTENDED FOR USE IN GRADES 4-6 IN BUREAU OF INDIAN AFFAIRS SCHOOLS. THE MANUAL IS DIVIDED INTO THREE SECTIONS. SECTION ONE DISCUSSES ENGLISH PROFICIENCY AND THE WAYS IN WHICH INFORMATION FROM TEST RESULTS IS BEST INCORPORATED INTO DECISIONS AFFECTING INDIVIDUALS AND GROUPS. SECTION TWO CONTAINS THE INFORMATION ABOUT TOPESL, TOPESL SCORES, AND THE NORMS POPULATION NECESSARY FOR INTERPRETATION OF SCORES AND DIFFERENCES BETWEEN SCORES. SECTION THREE CONTAINS DETAILED INFORMATION ABOUT THE DEVELOPMENT OF TOPESL, AND ABOUT THE DEVELOPMENT OF STATISTICAL INFORMATION FOR TOPESL. STATISTICAL DATA ARE PRESENTED IN TABLES, AND APPENDICES LIST PARTICIPATING SCHOOLS. (AUTHOR/AM)

ACCESSION NUMBER: ED105837

PUBLICATION DATE: 30 DEC 74

TITLE: IDENTIFICATION OF INFORMATION NEEDS OF THE AMERICAN INDIAN COMMUNITY THAT CAN BE MET BY LIBRARY SERVICES. PHASE IV. PROGRESS REPORT.

PERSONAL AUTHOR: TOWNLEY, CHARLES T.

DESCRIPTOR: *AMERICAN INDIANS; *DEMONSTRATION PROJECTS; *FEDERAL PROGRAMS; INFORMATION DISSEMINATION; INFORMATION NEEDS; LIBRARY EXPENDITURES; LIBRARY PROGRAMS; *LIBRARY SERVICES; OBJECTIVES; *OUTREACH PROGRAMS; PROGRAM DESCRIPTIONS; PROGRAM EVALUATION; PUBLIC LIBRARIES; REPORTS; TABLES (DATA)

IDENTIFIER: *NATIONAL INDIAN EDUCATION ASSOCIATION; NIEA

DESCRIPTIVE NOTE: 25P.; FOR A RELATED DOCUMENT SEE ED 105 855.

UNDER A GRANT FROM THE BUREAU OF LIBRARIES AND LEARNING RESOURCES OF THE UNITED STATES OFFICE OF EDUCATION, THE NATIONAL INDIAN EDUCATION ASSOCIATION (NIEA) IMPLEMENTED A LIBRARY PROJECT TO IDENTIFY LIBRARY AND INFORMATION NEEDS OF INDIAN PEOPLE AND TO ESTABLISH, OPERATE, AND EVALUATE THREE DEMONSTRATION SITES. DURING THIS REPORTING PERIOD, OCTOBER 1, 1974 THROUGH DECEMBER 31, 1974, PROBLEMS WERE MET AND PROGRESS WAS MADE TOWARD THE STATED OBJECTIVES OF THE FOURTH PHASE OF THE PROJECT: EVALUATION, DEVELOPMENT OF A NATIONAL PROGRAM, DISSEMINATION OF PROJECT INFORMATION, LONG RANGE FUNDING, TECHNICAL ASSISTANCE TO THE SITES, TRANSFER OF SITE OPERATIONS TO LOCAL CONTROL, AND TECHNICAL ASSISTANCE TO STATES, PERSONNEL TURNOVER CONTINUED TO BE A PROBLEM DURING THIS PERIOD. DISSEMINATION ACTIVITIES INCLUDED THE PUBLICATION OF THE FIRST OF TWELVE GUIDES ON INDIAN LIBRARY SERVICE. IT IS EXPECTED THAT DURING THE NEXT QUARTER MORE GUIDES WILL BE PUBLISHED AND THE EVALUATION INSTRUMENTS WILL BE FINALIZED. (SL)

76

ACCESSION NUMBER: ED105855

PUBLICATION DATE: 30 JUN 74

TITLE: IDENTIFICATION OF INFORMATION NEEDS OF THE AMERICAN INDIAN COMMUNITY THAT CAN BE MET BY LIBRARY SERVICES. PHASE III. ANNUAL REPORT.

PERSONAL AUTHOR: ANTELL, LEE

DESCRIPTOR: *AMERICAN INDIANS; ANNUAL REPORTS; *DEMONSTRATION PROJECTS; *FEDERAL PROGRAMS; INFORMATION DISSEMINATION; INFORMATION NEEDS; LIBRARY EXPENDITURES; LIBRARY PROGRAMS; *LIBRARY SERVICES; *OUTREACH PROGRAMS; PROGRAM EVALUATION; PUBLIC LIBRARIES; TABLES (DATA)

IDENTIFIER: *NATIONAL INDIAN EDUCATION ASSOCIATION; NIEA

DESCRIPTIVE NOTE: 239P.; FOR A RELATED DOCUMENT SEE ED 105 837. APPENDICES WILL REPRODUCE POORLY; BEST COPY AVAILABLE

THE NATIONAL INDIAN EDUCATION ASSOCIATION (NIEA) WAS AWARDED A GRANT BY THE BUREAU OF LIBRARIES AND LEARNING RESOURCES OF THE UNITED STATES OFFICE OF EDUCATION TO IDENTIFY LIBRARY AND INFORMATION NEEDS OF INDIAN PEOPLE AND TO ESTABLISH, OPERATE, AND EVALUATE THREE DEMONSTRATION SITES. PHASES ONE AND TWO OF THE PROJECT CONSISTED OF THE IDENTIFICATION AND ESTABLISHMENT OF THE THREE SITES: ROUGH ROCK COMMUNITY SCHOOL, ARIZONA; ST. REGIS MOHAWK RESERVATION, NEW YORK; AND STANDING ROCK SIOUX RESERVATION, NORTH DAKOTA. PHASE THREE CONCERNED ITSELF WITH THE OPERATIONAL ASPECTS OF INDIAN LIBRARY AND INFORMATION SERVICES AT THESE SITES. ACTIVITIES DURING THIS REPORTING PERIOD INCLUDED COLLECTION EXPANSION, THE ADDITION OF NONPRINT SERVICES, AND MUSEUM AND RADIO PROGRAMS. PROBLEMS OF COMMUNITY POLITICAL CONTROVERSY, VANDALISM, AND FINANCE WERE ALSO DEALT WITH. SOME GENERAL CONCLUSIONS ON INDIAN LIBRARY SERVICE WERE DRAWN FROM THE EXPERIENCES AT THE THREE SITES. THE LIBRARY PROJECT BEGAN AN ACTIVE DISSEMINATION SITES. APPENDIXES TO THIS REPORT CONTAIN STATISTICS AND NARRATIVE EVALUATIONS OF THE THREE SITES, PLUS MANY PROJECT DISSEMINATION MATERIALS. (AUTHOR/SL)

ACCESSION NUMBER: ED106033

PUBLICATION DATE: NOV 74

TITLE: REPORT OF FINAL EVALUATION, ESEA TITLE I PROJECTS, FISCAL YEAR 1974. PHOENIX AREA, BUREAU OF INDIAN AFFAIRS, DEPARTMENT OF INTERIOR. FINAL REPORT.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *ANNUAL REPORTS; EXPENDITURES; LANGUAGE DEVELOPMENT; MATHEMATICS; PARAPROFESSIONAL SCHOOL PERSONNEL; PARENT PARTICIPATION; PROFESSIONAL PERSONNEL; READING; SPECIAL EDUCATION; STUDENT ENROLLMENT; *SUMMATIVE EVALUATION; *TABLES (DATA)

IDENTIFIER: ARIZONA; BIA; *BUREAU OF INDIAN AFFAIRS; ELEMENTARY SECONDARY EDUCATION ACT TITLE I; ESEA TITLE I; PHOENIX

DESCRIPTIVE NOTE: 87P.; FOR RELATED DOCUMENT, SEE ED 085 130

THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECTS OPERATED IN THE BUREAU OF INDIAN AFFAIRS (BIA), PHOENIX AREA, DURING FISCAL YEAR 1974 ARE SUMMARIZED IN THIS EVALUATION REPORT ON A GRADE BY GRADE-SCHOOL BY SCHOOL BASIS. DATA, PRESENTED IN CHART AND GRAPH FORM, COVER: THE BIA'S ORGANIZATION; STUDENT ENROLLMENT IN THE PHOENIX AREA; EXPENDITURES BY SCHOOL; STUDENT PARTICIPATION BY COMPONENT AND SCHOOL; PROFESSIONAL AND PARAPROFESSIONAL STAFF; PARENT COUNCIL INVOLVEMENT; AND STUDENT ACHIEVEMENT IN READING, LANGUAGE, MATHEMATICS, SCIENCE, AND SPECIAL EDUCATION. THE DATA PRESENTED IN THIS REPORT SHOW THAT MOST OF THE TITLE I PROJECTS WERE HIGHLY SUCCESSFUL IN FISCAL YEAR 1974. STUDENTS IN 8 OF THE 11 GRADES GAINED AT OR ABOVE THE NATIONAL AVERAGE IN READING AND MATH. SPECIAL EDUCATION STUDENTS IN 10 OF THE 11 GRADES HAD GAINS HIGHER THAN EXPECTED WITHOUT TITLE I; AND IN 2 GRADES, THE GAINS WERE HIGHER THAN THE NATIONAL AVERAGE FOR NONSPECIAL EDUCATION STUDENTS. (NQ)

78

ACCESSION NUMBER: ED106034

PUBLICATION DATE: NOV 74

TITLE: SUMMARY OF THE REPORT OF FINAL EVALUATION, ESEA TITLE I PROJECTS, FISCAL YEAR 1974. PHOENIX AREA, BUREAU OF INDIAN AFFAIRS, DEPARTMENT OF INTERIOR. FINAL REPORT.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *ANNUAL REPORTS; EXPENDITURES; LANGUAGE DEVELOPMENT; MATHEMATICS; PARAPROFESSIONAL SCHOOL PERSONNEL; PROFESSIONAL PERSONNEL; READING; SPECIAL EDUCATION; STUDENT ENROLLMENT; *SUMMATIVE EVALUATION; *TABLES (DATA)

IDENTIFIER: ARIZONA; BIA; *BUREAU OF INDIAN AFFAIRS; ELEMENTARY SECONDARY EDUCATION ACT TITLE I; ESEA TITLE I; PHOENIX

DESCRIPTIVE NOTE: 25P.; FOR RELATED DOCUMENT, SEE ED 085 131

A COMPOSITE SUMMARY OF THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECTS OPERATED IN THE BUREAU OF INDIAN AFFAIRS (BIA), PHOENIX AREA, DURING FISCAL YEAR 1974 IS GIVEN ON AN AREA-WIDE BASIS. DATA, PRESENTED BY CHARTS AND GRAPHS, COVER: THE BIA'S ORGANIZATION; ENROLLMENT IN THE PHOENIX AREA SCHOOLS BY AGENCY AND SCHOOL; EXPENDITURES; STUDENT PARTICIPATION; PROFESSIONAL AND PARAPROFESSIONAL STAFF BY COMPONENT; AND STUDENT ACHIEVEMENT IN READING, LANGUAGE, MATHEMATICS, SCIENCE, AND SPECIAL EDUCATION. THE DATA SHOW THAT: (1) MOST OF THE TITLE I PROJECTS WERE HIGHLY SUCCESSFUL IN FISCAL YEAR 1974; (2) IN LANGUAGE, STUDENTS GAINED AT A HIGHER RATE THAN THE NATIONAL AVERAGE IN EVERY GRADE BUT ONE; (3) IN SCIENCE, STUDENTS IN GRADE 7 GAINED HIGHER THAN THE NATIONAL AVERAGE, WHILE STUDENTS IN GRADES 8 AND 9 PROGRESSED TO A HIGHER LEVEL THAN EXPECTED BASED ON PRIOR PERFORMANCE; AND (4) IN SPECIAL EDUCATION, STUDENTS IN GRADES 3 AND 4 GAINED IN OVERALL ACADEMIC PERFORMANCE AT HIGHER THAN THE NATIONAL AVERAGE. (NQ)

ACCESSION NUMBER: ED106363

PUBLICATION DATE: APR 75

TITLE: CONTINUOUS PROGRESS EVALUATION OF AMERICAN INDIAN PRESCHOOLERS.

PERSONAL AUTHOR: YOUNG, JAMES; CHURCHMAN, DAVID

DESCRIPTOR: *AMERICAN INDIANS; COGNITIVE DEVELOPMENT; COMPARATIVE ANALYSIS; CULTURAL EDUCATION; EDUCATIONAL CHANGE; *EDUCATIONALLY DISADVANTAGED; EDUCATIONAL NEEDS; EDUCATIONAL OBJECTIVES; EMOTIONAL DEVELOPMENT; EVALUATION METHODS; FORMATIVE EVALUATION; MODELS; *PRESCHOOL EDUCATION; *SUCCESS FACTORS; *TESTING

IDENTIFIER: LOS ANGELES; MONTESSORI METHOD

DESCRIPTIVE NOTE: 20P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (WASHINGTON, D.C., MARCH 30-APRIL 3, 1975)

MONTHLY TESTING BASED ON A COUNTERBALANCED MATRIX SAMPLING PLAN IN ONE PSYCHOMOTOR, THREE AFFECTIVE, AND FIVE COGNITIVE AREAS PROVIDES A CONTINUOUS PICTURE OF THE DEVELOPMENT OF NATIVE AMERICAN CHILDREN ENROLLED IN THREE DISTINCT CURRICULA. OF THE NINE SCALES, ONE SHOWED NEGATIVE, TWO SHOWED INSIGNIFICANT, AND SIX SHOWED SIGNIFICANT POSITIVE CHANGES. WHEN COMPARED WITH NATIONAL NORMS, THE RESULTS SUGGEST THAT ALL THREE CURRICULA HAVE STRONG REMEDIAL EFFECTS ACROSS A BROAD RANGE OF IMPORTANT AREAS OF PRESCHOOL LEARNING. (AUTHOR)

ACCESSION NUMBER: ED107087

PUBLICATION DATE: AUG 74

TITLE: NAVAJO EDUCATION RESOURCE CENTER, MANY FARMS, ARIZONA. FINAL TECHNICAL REPORT, 1973-1974.

PERSONAL AUTHOR: CASTER, P. ROLAND

DESCRIPTOR: *AMERICAN INDIANS; *DELIVERY SYSTEMS; *DIAGNOSTIC TEACHING; EXCEPTIONAL CHILD SERVICES; *HANDICAPPED CHILDREN; INCIDENCE; INSERVICE TEACHER EDUCATION; *RESOURCE CENTERS

IDENTIFIER: FINAL REPORTS; NAVAJO EDUCATION RESOURCE CENTER; *NEW MEXICO

DESCRIPTIVE NOTE: 421P.

THE VOLUMINOUS FINAL TECHNICAL REPORT CONTAINS COMPREHENSIVE INFORMATION COVERING THE 1973-74 ACTIVITIES OF THE NAVAJO EDUCATION RESOURCE CENTER (NERC). THE PROJECT'S PURPOSE WAS TO DEVELOP AN INDIAN RESOURCE SERVICE OFFICE WHICH WOULD FUNCTION AS A SUPPORT SERVICE SYSTEM FOR HANDICAPPED CHILDREN'S PROGRAMS ON THE NAVAJO RESERVATION AND WHICH COULD BE REPLICATED ON OTHER RESERVATIONS. INCLUDED ARE CHAPTERS ON CENTER OBJECTIVES SUCH AS CONDUCTING A PRELIMINARY SURVEY TO IDENTIFY HANDICAPPED CHILDREN, DESIGNING A REGION-WIDE PROCEDURE FOR DIAGNOSIS OF HANDICAPPED INDIAN CHILDREN, DEVELOPING A DIAGNOSTIC/PRESCRIPTIVE RESOURCE ROOM MODEL, COORDINATING PROPOSED INSTRUCTIONAL MATERIALS CENTER ACTIVITIES WITH DIAGNOSTIC EFFORTS, AND PROVIDING DIRECT SERVICES (SUCH AS TRAINING SESSIONS IN CONTINGENCY MANAGEMENT AND EARLY IDENTIFICATION OF HANDICAPPED PRESCHOOLERS) TO TEACHERS AND SCHOOL ADMINISTRATORS. OTHER CHAPTERS COVER SUCH TOPICS AS MONTHLY PROGRESS REPORTS AND PROJECT EFFECTS. AMONG THE EXTENSIVE APPENDIXES COMPRISING THE LAST HALF OF THE DOCUMENT ARE SUGGESTIONS FOR IMPLEMENTING AN NERC STUDY TO DETERMINE THE PREVALENCE OF HANDICAPPING CONDITIONS AMONG INDIAN SCHOOL CHILDREN, A PROCEDURAL MANUAL FOR RESOURCE ROOM OPERATION, AND A MODEL PLAN FOR AN INDIAN LEARNING RESOURCE CENTER. (LH)

ACCESSION NUMBER: ED107389

PUBLICATION DATE: 75

TITLE: CULTURE BASED CURRICULUM FOR YOUNG INDIAN CHILDREN.

PERSONAL AUTHOR: THOMAS, SHARON N., COMP.

DESCRIPTOR: *AMERICAN INDIANS; ART; BIBLIOGRAPHIES; COMMUNITY RESOURCES; CONCEPT FORMATION; CULTURAL AWARENESS; CULTURAL BACKGROUND; *CULTURAL EDUCATION; *CURRICULUM GUIDES; DRAMATIC PLAY; *EARLY CHILDHOOD EDUCATION; EDUCATIONAL HISTORY; FOOD; LANGUAGE ARTS; *LESSON PLANS; MUSIC; NUTRITION; RESOURCE GUIDES; SOCIAL STUDIES

DESCRIPTIVE NOTE: 342P.; PRINTED 1972, 1973, AND 1975

DESIGNED AS A RESOURCE AND CURRICULUM GUIDE FOR EARLY CHILDHOOD EDUCATORS, THIS PUBLICATION ENCOMPASSES BOTH AMERICAN INDIAN SOCIOCULTURAL BACKGROUND AND CULTURE BASED LESSON PLANS AND ACTIVITIES. INDICATIVE OF ITS ORGANIZATION AND SCOPE ARE THE COMPREHENSIVE CHAPTERS DEVOTED TO DISCUSSIONS OF: (1) THE HISTORICAL FAILURE OF INDIAN EDUCATION; (2) THE NEED FOR CULTURALLY RELEVANT EDUCATION; (3) THE SPECIAL PROBLEMS IN INDIAN EDUCATION WITH REFERENCE TO THE UNIQUE CULTURAL ORIENTATION OF INDIAN CHILDREN; (4) THE COMMON MISCONCEPTIONS ABOUT INDIANS AND THE NATURE OF FEDERAL AND TRIBAL ORGANIZATIONS; AND (5) THE CULTURAL VALUE OF LOCAL RESOURCES AND CULTURALLY RELEVANT FIELD TRIPS. ADDITIONALLY, COMPREHENSIVE LESSON PLANS AND ACTIVITIES ARE PROVIDED BY CHAPTER FOR THE FOLLOWING: ART, LANGUAGE AND CONCEPT DEVELOPMENT, MUSIC, SCIENCE, INDIAN FOODS AND NUTRITION, PLAY, AND SOCIAL STUDIES. PROVIDED IN CONJUNCTION WITH THE LESSON PLANS ARE NUMEROUS SONGS, LULLABIES, CULTURE BASED FINGER PLAYS, POEMS, ORIGINAL STORIES, AND STORIES BASED ON INDIAN LEGENDS, AS WELL AS ACTIVITIES DEVELOPED AROUND SANDPAINTING, DRAMATIC PLAY, NATURAL DYES, INDIAN FOOD RECIPES, DANCE, PLANT IDENTIFICATION AND USE, ETC. ALSO INCLUDED IS AN EXTENSIVE BIBLIOGRAPHY OF BOOKS, RECORDS, PICTURES, FILMSTRIPS, AND FILMS ABOUT AMERICAN INDIANS. (JC)

AVAILABILITY: RANDERS PUBLICATIONS AND SALES, P.O. BOX 2502, SALT LAKE CITY, UTAH 84110 ($15.00)

82

ACCESSION NUMBER: ED107393

PUBLICATION DATE: 20 APR 74

TITLE: OCCUPATIONAL PRESTIGE AMONG THE CHOCTAW INDIANS.

PERSONAL AUTHOR: SPENCER, BARBARA G.; WINCHAM, GERALD O.

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; *CORRELATION; EVALUATION METHODS; EXPECTATION; *NATIONAL NORMS; *OCCUPATIONAL ASPIRATION; PARENTAL ASPIRATION; RESERVATIONS (INDIAN); ROLE MODELS; *RURAL AREAS; SOCIAL ISOLATION

IDENTIFIER: *CHOCTAWS; DUNCAN SOCIOECONOMIC INDEX; MISSISSIPPI

DESCRIPTIVE NOTE: 24P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE SOUTHERN SOCIOLOGICAL SOCIETY (ATLANTA, GEORGIA, APRIL 1974). FOR RELATED DOCUMENT, SEE ED 096 082

SINCE SOME CRITICS HAVE PROPOSED THAT CORRELATIONS BETWEEN CROSSCULTURAL COMPARISONS OF HIGH PRESTIGE OCCUPATIONS AND STANDARD OCCUPATIONAL INDEXES MIGHT PROVE LOWER IF LARGER NUMBERS OF OCCUPATION TITLES WERE COMPARED AND IF NONURBAN POPULATIONS WERE STUDIED, THE OCCUPATIONAL PRESTIGE EVALUATIONS OF A RURALLY ISOLATED GROUP OF AMERICAN INDIANS WERE STUDIED. A PANEL OF SEVEN JUDGES, ALL OF WHOM WERE MISSISSIPPI CHOCTAW INDIANS AND BUREAU OF INDIAN AFFAIRS OR TRIBAL ADMINISTRATORS, WERE ASKED TO RANK 94 OCCUPATION TITLES (DERIVED FROM A SAMPLE OF CHOCTAW HIGH SCHOOL STUDENTS WHO HAD PREVIOUSLY INDICATED THAT THESE TITLES REFLECTED THEIR: OCCUPATIONAL ASPIRATIONS OR EXPECTATIONS, PARENT'S ASPIRATIONS FOR THEM, AND ROLE MODEL'S OR FAMILY BREADWINNER'S OCCUPATIONS). WORKING INDEPENDENTLY, EACH PANEL MEMBER RANKED THE POSITIONS FROM LOW TO HIGH USING THE CRITERIA OF EDUCATION, RESPONSIBILITY, ATTRACTIVENESS. REWARD, SECURITY, AND GENERAL PRESTIGE. WHEN COMPARED VIA AN ANALYSIS VARIANCE TEST WITH THE PRESTIGE SCORES OF MATCHING OCCUPATION TITLES IN THE DUNCAN SOCIOECONOMIC INDEX, THE INDEX REVEALED SIGNIFICANT DIFFERENCES. THE PRODUCT MOMENT CORRELATION (.78) WAS LOWER THAN WOULD BE EXPECTED BETWEEN A SUBSOCIETY AND ITS DOMINANT SOCIETY. CONSIDERATIONS OF OCCUPATION RELEVANCE AND ACCESSIBILITY AND THE CHOCTAW CULTURAL ISOLATION SEEM TO HAVE INFLUENCED THE VARIATIONS FOUND. (JC)

ACCESSION NUMBER: ED107396

PUBLICATION DATE: JAN 75

TITLE: PARA-PROFESSIONAL TRAINING IN ADULT EDUCATION AT GILA RIVER INDIAN COMMUNITY.

PERSONAL AUTHOR: LEONARD, JOYCELYN

DESCRIPTOR: *ADULT EDUCATION; *AMERICAN INDIANS; COMMUNITY EDUCATION; COMMUNITY INVOLVEMENT; EDUCATIONAL OBJECTIVES; EVALUATION METHODS; INDIVIDUALIZED INSTRUCTION; INSERVICE TEACHING; INTERACTION PROCESS ANALYSIS; *PARAPROFESSIONAL SCHOOL PERSONNEL; POST TESTING; PRETESTING; *PROGRAM DESCRIPTIONS; RECORDKEEPING; RECRUITMENT; *TRAINING TECHNIQUES

IDENTIFIER: *GILE RIVER RESERVATION

DESCRIPTIVE NOTE: 20P.

MAJOR GOALS OF THE GILA RIVER ADULT BASIC EDUCATION EXPERIMENTAL DEMONSTRATION PROJECT IN THIS PROGRAM DESCRIPTION ARE IDENTIFIED AS: (1) IMPROVING THE ACADEMIC SKILLS OF HARD-TO-REACH ADULT DROPOUTS AND (2) TRAINING NON-DEGREED LOCAL RESIDENTS (PEOPLE 19 YEARS OLD OR OLDER WITH AN 8TH GRADE PERFORMANCE LEVEL) TO RECRUIT, COUNSEL, AND TEACH PROGRAM PARTICIPANTS. DESCRIPTION OF THE TUTORS' 6 WEEK PRE-SERVICE TRAINING PERIOD DETAILS: (1) PROGRAM ORIENTATION (PROJECT GOALS); (2) INDIVIDUAL STUDY PRESCRIPTIONS (VIA STANDARDIZED PRE- AND POST TESTING); (3) ACADEMIC THEORY AND PRACTICAL APPLICATION; (4) RECRUITMENT AND REPORTING PROCEDURES (EMPHASIS ON SPEECH AND PERSUASIVE TECHNIQUES); AND (5) INTERACTION ANALYSIS (NEO FLANDERS SYSTEM). PROGRAM IMPLEMENTATION IS DESCRIBED AS INVOLVING EACH TUTOR 1 DAY A WEEK IN THE LEARNING CENTER UNDER DIRECTION OF A PROFESSIONAL TEACHER-COUNSELOR AND 1 AFTERNOON A WEEK IN AN INSERVICE TRAINING AND STAFF MEETING; WHEREIN, THE TUTOR'S DAILY LOGS AND WEEKLY REPORTS ARE PRESENTED TO THE PROFESSIONALS. EVALUATION PROCEDURES ARE DESCRIBED AS BOTH INTERNAL (BY PROFESSIONALS, PARA-PROFESSIONALS, AND PROGRAM PARTICIPANTS) AND EXTERNAL (BY AN OUTSIDE, INDEPENDENT EVALUATOR WHO DEVELOPS CRITERIA, VISITS THE SITE, MAKES PROGRESS REPORTS, AND EVALUATES THE PROJECT AT THE END OF THE PROGRAM YEAR). (JC)

ACCESSION NUMBER: ED107398

PUBLICATION DATE: SEP 74

TITLE: SO THAT ALL INDIAN CHILDREN WILL HAVE EQUAL EDUCATIONAL OPPORTUNITY, VOLUME 1. USOE/BIA STUDY OF THE IMPACT OF FEDERAL FUNDS ON LOCAL EDUCATION AGENCIES ENROLLING INDIAN CHILDREN.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY INVOLVEMENT; *EDUCATIONAL ASSESSMENT; EDUCATIONAL EQUALITY; EDUCATIONAL FINANCE; *EDUCATIONAL LEGISLATION; *FEDERAL PROGRAMS; FINANCIAL POLICY; FUTURES (OF SOCIETY); HISTORY; INDIVIDUAL POWER; MANAGEMENT; *RELEVANCE (EDUCATION); SOCIOECONOMIC INFLUENCES

DESCRIPTIVE NOTE: 231P.

THE HOUSE COMMITTEE ON APPROPRIATIONS REQUESTED THE U.S. OFFICE OF EDUCATION (USOE) AND THE BUREAU OF INDIAN AFFAIRS (BIA) TO REVIEW THE: IMPACT-AID PROGRAM, JOHNSON-O'MALLEY PROGRAM, INDIAN EDUCATION ACT, AND ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I. ACKCO, INC. A PRIVATE INDIAN-OWNED PROFESSIONAL SERVICE FIRM, WAS CONTRACTED TO EXAMINE THESE MAJOR EDUCATIONAL PROGRAMS WHICH PROVIDES FUNDS FOR THE EDUCATION OF AMERICAN INDIAN CHILDREN IN PUBLIC SCHOOLS AND TO RECOMMEND CHANGES SO THAT ALL INDIAN CHILDREN WILL HAVE AN EQUAL EDUCATIONAL OPPORTUNITY. THE PROGRAMS WERE VIEWED FROM FOUR DIFFERENT PERSPECTIVES: (1) LEGISLATIVE--HISTORY, INTENT, AND IMPLEMENTATION; (2) MANAGEMENT--CAPABILITIES OF THE RESPECTIVE AGENCIES HANDLING THESE PROGRAMS; (3) FISCAL--COMPLIANCE WITH RULES AND REGULATIONS, ACCOUNTING PROCEDURES, AND RELATIONSHIPS OF FEDERAL, STATE, AND LOCAL FUNDING SOURCES; AND (4) THE PROGRAM--ATTITUDES OF PARENT ADVISORY COUNCIL MEMBERS, ADMINISTRATORS, AND TEACHERS TOWARD PROGRAM SUCCESS, EMPHASIS, AND RELEVANCE. THE FINAL REPORT IS CONTAINED IN 3 VOLUMES. VOLUME 1 COVERS: (1) THE STUDY'S BACKGROUND, PURPOSE, ORGANIZATION, AND PROCEDURES; (2) THE BASIC ISSUES IN EDUCATION WITH RESPECT TO EDUCATIONAL EFFECTIVENESS, COMMUNITY PARTICIPATION, SCHOOL FINANCE, AND MANAGEMENT IN EDUCATION; AND (3) THE PAST, PRESENT, AND FUTURE OF INDIAN EDUCATION. (NQ)

ACCESSION NUMBER: ED107399

PUBLICATION DATE: SEP 74

TITLE: SO THAT ALL INDIAN CHILDREN WILL HAVE EQUAL EDUCATIONAL OPPORTUNITY, VOLUME 2. USOE/BIA STUDY OF THE IMPACT OF FEDERAL FUNDS ON LOCAL EDUCATION AGENCIES ENROLLING INDIAN CHILDREN.

DESCRIPTOR: ADMINISTRATIVE AGENCIES; AGENCY ROLE; *AMERICAN INDIANS; ATTITUDES; *EDUCATIONAL ASSESSMENT; EDUCATIONAL EQUALITY; *EDUCATIONAL LEGISLATION; *FEDERAL PROGRAMS; FINANCIAL POLICY; MANAGEMENT; PARENT SCHOOL RELATIONSHIP; PROGRAM EFFECTIVENESS; *RELEVANCE (EDUCATION); TABLES (DATA)

DESCRIPTIVE NOTE: 300P.

VOLUME 2 OF A 3-VOLUME REPORT PRESENTS THE MAJOR FINDINGS AND DISCUSSIONS OF ACKCO, INC.'S LEGISLATIVE REVIEW AND EMPIRICAL RESEARCH OF THE IMPACT-AID PROGRAM, JOHNSON-O'MALLEY (JOM) PROGRAM, INDIAN EDUCATION ACT, AND ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I. THE EMPIRICAL FINDINGS, WHICH FORM THE BASIS FOR MOST OF THE CONCLUSIONS AND RECOMMENDATIONS, ARE FROM THE FISCAL, MANAGEMENT, AND PROGRAM STUDIES. AMONG THESE FINDINGS ARE: (1) INDIAN CHILDREN ARE NOT RECEIVING AN ADEQUATE SHARE OF TITLE I FUNDS TO MEET THEIR NEEDS; (2) THE JOM ACT HAD NOT BEEN USED AS EXTENSIVELY AS IT COULD AND SHOULD BE DUE TO THE BIA'S INTERPRETATION OF THE ACT; (3) A GREAT DIFFERENCE EXISTED IN THE MONEY APPROPRIATED FOR BIA EDUCATION AND THE MONEY ACTUALLY SPENT PER PUPIL IN BIA SCHOOLS; AND (4) EXISTING METHODS OF SCHOOL FINANCING HAVE NEITHER ASSURED THAT INDIAN CHILDREN RECEIVE AN EQUALIZED PER PUPIL EXPENDITURE NOR THAT THEY ARE PROVIDED AN ADEQUATE BASIC EDUCATION PROGRAM. RECOMMENDATIONS ARE ALSO GIVEN FOR TITLES I AND IV, P.L. 874, JOM, AND THE SEA. RESULTS OF THE SURVEYS OF PARENT ADVISORY COMMITTEES AND OF BUSINESS COMMUNITY ATTITUDES TOWARD THE EDUCATIONAL PROGRAM ARE ALSO INCLUDED. A DISCUSSION IS PRESENTED ON THE DEGREE OF SUCCESS OF THESE PROGRAMS IN MEETING THE INDIAN EDUCATIONAL NEEDS. (NQ)

ACCESSION NUMBER: ED107400

PUBLICATION DATE: SEP 74

TITLE: SO THAT ALL INDIAN CHILDREN WILL HAVE EQUAL EDUCATIONAL OPPORTUNITY, VOLUME 3. USOE/BIA STUDY OF THE IMPACT OF FEDERAL FUNDS ON LOCAL EDUCATION AGENCIES ENROLLING INDIAN CHILDREN.

DESCRIPTOR: ADMINISTRATIVE AGENCIES; AGENCY ROLE; *AMERICAN INDIANS; *EDUCATIONAL ASSESSMENT; EDUCATIONAL EQUALITY; EDUCATIONAL FINANCE; *EDUCATIONAL LEGISLATION; *FEDERAL PROGRAMS; FINANCIAL POLICY; MANAGEMENT; PROGRAM EFFECTIVENESS; QUESTIONNAIRES; *RELEVANCE (EDUCATION); RESOURCE ALLOCATIONS; STATISTICAL DATA

DESCRIPTIVE NOTE: 263P.

VOLUME 3 OF THE 3-VOLUME REPORT BY ACKCO, INC. PRESENTS VARIOUS APPENDIXES PERTAINING TO THE LEGISLATIVE REVIEW AND THE FISCAL, MANAGEMENT, AND PROGRAM STUDIES CONDUCTED BY ACKCO, INC. TO REVIEW THE IMPACT-AID PROGRAM, JOHNSON-O'MALLEY PROGRAM, INDIAN EDUCATION ACT, AND THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I. A CHRONOLOGICAL SUMMARY OF THE PRINCIPAL FEDERAL LEGISLATION AFFECTING EDUCATION FROM 1777 TO 1974 IS GIVEN. FINDINGS FOR EACH OF THE VARIOUS SITES VISITED ARE DISCUSSED. THE APPENDIXES INCLUDE: (1) CHARTS OF RATING SUMMARIES BY FUNDING SOURCE WITHIN ORGANIZATIONAL LEVEL; (2) DIAGRAMS ILLUSTRATING THE FLOW OF FUNDS TO THE VARIOUS SITES WHICH WERE VISITED; (3) RECOMMENDATIONS AND/OR COMMENTS OFFERED BY SOME OF THE PERSONNEL WHO WERE INTERVIEWED DURING THE FIELD VISITS; (4) MANAGEMENT PROFILE OF THE SAMPLED STATE EDUCATION AGENCY PLANNING UNITS; (5) FISCAL COMPLIANCE RATINGS BASED ON GENERALLY ACCEPTED AUDITING PROCEDURES AND ON THE RULES AND REGULATIONS OF THE LAWS BEING CONSIDERED; (6) CHARTS OF REVENUE BY SOURCE AND SITE, SCHEDULE OF FEDERALLY-SPONSORED PROGRAMS, AND EXPENDITURES BY FUNCTION AND SITE; (7) SCALE CONTENT FOR PROGRAM QUESTIONNAIRES, SAMPLE DESCRIPTIONS, AND AN ANALYSIS OF PROGRAM DATA AT A SINGLE SITE; AND (8) A REVIEW OF THE BUREAU OF INDIAN AFFAIRS. LISTINGS OF ABBREVIATIONS USED, LEGAL CASES, AND A SELECTED BIBLIOGRAPHY ARE ALSO GIVEN. (NQ)

ACCESSION NUMBER: ED107401

PUBLICATION DATE: JUL 72

TITLE: FINAL REPORT TO THE FOUR CORNERS REGIONAL COMMISSION ON MOBILE LIBRARY SERVICES TO NAVAJO, APACHE, AND COCONINO -- 1971/72.

PERSONAL AUTHOR: LAWRENCE, SHELDON L.

DESCRIPTOR: *AMERICAN INDIANS; BOOKMOBILES; EXPENDITURES; LIBRARY MATERIALS; *LIBRARY SERVICES; *MOBILE EDUCATIONAL SERVICES; *OUTREACH PROGRAMS; PUBLIC LIBRARIES; *READING MATERIALS; RESERVATIONS (INDIAN)

DESCRIPTIVE NOTE: 35P.; FOR RELATED DOCUMENT, SEE ED 054 811

OBJECTIVE OF THE FOUR CORNERS MOBILE LIBRARY PROJECT, WHICH HAS BEEN IN OPERATION FOR OVER 2 YEARS, IS TO ADEQUATELY AND EFFECTIVELY MEET THE INFORMATIONAL NEEDS OF THE AREA. DURING 1971-72, THE FOUR CORNERS BOOKMOBILE SERVICE ON THE NAVAJO AND HOPI RESERVATIONS WAS EXPANDED TO INCLUDE AN ADDITIONAL BOOKMOBILE AND 3 ADDITIONAL STAFF MEMBERS TO SERVE THE INCREASED INFORMATIONAL AND RECREATIONAL READING INTERESTS OF THOSE LIVING IN THE PROJECT'S AREA. THE 2 BOOKMOBILES IN OPERATION WERE ABLE TO PROVIDE MORE ADEQUATE SERVICE IN THE FORM OF MORE FREQUENT VISITS, BETTER STAFFING, AND A RESULTING HIGHER QUALITY OF SERVICE. WITH THE ADDED STAFF, FACILITIES, AND EQUIPMENT, IT WAS POSSIBLE TO PROVIDE A WIDER VARIETY OF SERVICES TO THE AREA'S RESIDENTS. THIS WAS EVIDENT WITH THE RISING NUMBER OF USERS AND THE INCREASING RATE OF SPECIAL REQUESTS FOR MATERIALS NOT ON THE BOOKMOBILES. EFFORTS WERE MADE TO REACH MORE NON-USERS IN ORDER TO MEET THE PROJECT'S OBJECTIVE. THIS 1971-72 FINAL REPORT DISCUSSES THE PROJECT'S PHYSICAL FACILITIES, STAFF ACTIVITIES, COLLECTIONS, CIRCULATION, SPECIAL PROGRAMS, COMMUNICATIONS, PUBLIC RELATIONS AND PUBLICITY, CONSULTANT SERVICES, AND FISCAL INFORMATION. PUBLICITY SAMPLES, CIRCULATION STATISTICS, FISCAL REPORT AND INVENTORY, AND SAMPLES OF BOOKMOBILE SCHEDULES ARE GIVEN IN THE APPENDICES. (NQ)

ACCESSION NUMBER: ED107402

PUBLICATION DATE: JUL 73

TITLE: FINAL REPORT TO THE FOUR CORNERS REGIONAL COMMISSION ON MOBILE LIBRARY SERVICES TO NAVAJO, APACHE, & COCONINO COUNTIES -- 1972/73.

PERSONAL AUTHOR: LAWRENCE, SHELDON L.

DESCRIPTOR: *AMERICAN INDIANS; BOOKMOBILES; EXPENDITURES; LIBRARY MATERIALS; *LIBRARY SERVICES; *MOBILE EDUCATIONAL SERVICES; *OUTREACH PROGRAMS; PUBLIC LIBRARIES; *READING MATERIALS; RESERVATIONS (INDIAN)

DESCRIPTIVE NOTE: 36P.; FOR RELATED DOCUMENT, SEE ED 054 811

THE FOUR CORNERS MOBILE LIBRARY PROJECT IS A COOPERATIVE PROJECT BETWEEN THE FOUR CORNERS REGIONAL COMMISSION AND THE ARIZONA DEPARTMENT OF LIBRARY AND ARCHIVES. ENDING ITS THIRD YEAR OF OPERATION, THE PROJECT HAS PROVEN TO BE A VALUABLE ADJUNCT TO THE SOMEWHAT MEAGER EDUCATIONAL AND RECREATIONAL RESOURCES AVAILABLE TO THE RESIDENTS OF THIS REGION. THIS HAS BEEN SHOWN BY THE CONSTANT INCREASE IN THE AMOUNT OF MATERIALS BORROWED. DURING 1972-73, THERE WERE 2 BOOKMOBILES IN OPERATION. THIS ALLOWED AN INCREASED NUMBER OF STOPS AND A CONTINUED EXPANSION AND IMPROVEMENT OF THE OVERALL PROGRAM. THIS FINAL REPORT DISCUSSES THE PROJECT'S ACTIVITIES DURING 1972-73. TOPICS COVERED INCLUDE THE PROJECT'S PHYSICAL FACILITIES, STAFF ACTIVITIES, COLLECTIONS, CIRCULATION, SPECIAL PROGRAMS, COMMUNICATIONS, PUBLIC RELATIONS AND PUBLICITY, CONSULTANT SERVICES, FISCAL INFORMATION, AND DEVELOPMENTS. THE APPENDICES INCLUDE PUBLICITY SAMPLES, CIRCULATION STATISTICS, FISCAL REPORT, INVENTORY OF EQUIPMENT, AND SAMPLES OF BOOKMOBILE SCHEDULES. (NQ)

ACCESSION NUMBER: ED107414

PUBLICATION DATE: DEC 74

TITLE: ABERDEEN AREA FINAL EVALUATION REPORT, ESEA TITLE I PROJECT, FISCAL YEAR 1974.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; COSTS; EDUCATIONAL DIAGNOSIS; *ELEMENTARY SECONDARY EDUCATION; *GRAPHS; INDIVIDUALIZED INSTRUCTION; INSTRUCTIONAL PROGRAMS; KINDERGARTEN; LEARNING ACTIVITIES; MATHEMATICS; POST TESTING; PRETESTING; PROGRAM COSTS; PROGRAM EVALUATION; READING; SPECIAL EDUCATION; *SUMMATIVE EVALUATION

IDENTIFIER: *ABERDEEN AREA; ELEMENTARY SECONDARY EDUCATION ACT TITLE I; ESEA TITLE I; NORTH DAKOTA; SOUTH DAKOTA

DESCRIPTIVE NOTE: 79P.

COMPILED FROM THE FINAL EVALUATION REPORTS OF 36 DIRECT INSTRUCTION PROJECTS AND 1 AREA TECHNICAL ASSISTANCE PROJECT (94 PERCENT OF WHICH WERE CONTRACTED AND ADMINISTERED BY AMERICAN INDIAN TRIBES OR INDIAN SCHOOL BOARDS), THIS REPORT IS A SUMMATIVE EVALUATION OF 1974 TITLE I PROJECTS IN NORTH AND SOUTH DAKOTA. A BRIEF INTRODUCTION DESCRIBES THE DIAGNOSTIC APPROACH OF THE ABERDEEN AREA SCHOOLS; BY MEANS OF PRETESTING, STUDENT ACADEMIC DEFICIENCIES (PRINCIPALLY MATH AND READING) WERE IDENTIFIED AND THEN ATTACKED VIA PLANNING AND IMPLEMENTATION OF TITLE I SUPPORTED ACTIVITIES AND INDIVIDUALIZED INSTRUCTION. THE 36 EVALUATION SUMMARIES PRESENT INFORMATION RELATIVE TO: PROJECT LOCATION; PROJECT TITLE; THE CONTRACTOR'S NAME; PROJECT COSTS (TOTAL AND PER PUPIL); COMPONENT TYPE AND NUMBER (READING, MATH, SCIENCE, ETC.); ACADEMIC ACTIVITIES (DETAILED EXPLANATION); SUPPORTIVE ACTIVITIES; NUMBER OF ACTIVITY PARTICIPANTS; GRADE LEVEL; NUMBER OF PERSONNEL AND THEIR PREVIOUS TRAINING; AND INTERNAL ON-GOING ANALYSES. ADDITIONALLY, GRAPHS ARE PRESENTED FOR EACH SCHOOL. THE GRAPHS DESCRIBE ACADEMIC GAINS BY MONTH AND YEAR IN READING, MATH, LANGUAGE, SOCIAL STUDIES, SCIENCE, AND SPECIAL EDUCATION AND THE TESTING INSTRUMENT USED IN THE ACADEMIC EVALUATIONS. (JC)

ACCESSION NUMBER: ED107420

PUBLICATION DATE: 75

TITLE: FEDERAL INDIAN POLICIES ...FROM THE COLONIAL PERIOD THROUGH THE EARLY 1970'S.

DESCRIPTOR: *ACCOUNTABILITY; ADMINISTRATION; AGENCY ROLE; *AMERICAN INDIANS; CITIZENSHIP; EDUCATION; FEDERAL GOVERNMENT; *FEDERAL LEGISLATION; FUTURES (OF SOCIETY); LAND ACQUISITION; *POLICY FORMATION; RESERVATIONS (INDIAN); SELF ACTUALIZATION; TREATIES; *UNITED STATES HISTORY; URBAN AREAS

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 26P.

THE HISTORY OF U.S. FEDERAL POLICY RELATIVE TO THE AMERICAN INDIAN IS TRACED FROM ITS BEGINNINGS IN 1755 TO ITS RECENT POSTURE IN THE EARLY 1970'S IN THIS MONOGRAPH. FEDERAL ATTITUDES AND RESULTANT LEGISLATION ARE DOCUMENTED IN A CHRONOLOGICAL EXAMINATION OF: THE "REMOVAL POLICY" (THE INDIAN REMOVAL ACT OF 1830); THE BEGINNINGS OF INDIAN EDUCATION PROGRAMS (1819-60); THE SHIFT FROM MILITARY TO CIVIL ADMINISTRATION OF INDIAN AFFAIRS IN THE MIDDLE 1800'S; THE TREATY PERIOD AND ESTABLISHMENT OF THE INDIAN PEACE COMMISSION IN THE MIDDLE 1800'S; THE RESERVATION SYSTEM; THE LAND ALLOTMENT PERIOD (1887-1934); THE QUESTIONS OF U.S. CITIZENSHIP AND INDIAN "COMPETENCY" (INDIAN CITIZENSHIP ACT OF 1924); THE ATTACK ON THE ALLOTMENT SYSTEM AND THE MERIUM REPORT; THE INDIAN REORGANIZATION PERIOD (THE 1934 INDIAN REORGANIZATION ACT); THE EFFECTS OF WORLD WAR II (INCREASED CULTURAL SOPHISTICATION AMONG INDIANS WHO SERVED IN THE WAR AND INCREASED FEDERAL AID TO INDIANS); THE ESTABLISHMENT OF THE INDIAN CLAIMS COMMISSION IN 1946 FOR PURPOSES OF FACILITATING INDIAN SUITS AGAINST THE U.S. GOVERNMENT; THE TRENDS OF THE 1950'S AND 1960'S; THE AFFIRMATION OF UNFETTERED SELF-DETERMINATION DURING THE NIXON ADMINISTRATION; AND THE NEW SERVICE ORIENTATION OF THE BUREAU OF INDIAN AFFAIRS. (JC)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO. 2402-00042; $0.50)

ACCESSION NUMBER: ED107424

PUBLICATION DATE: MAY 75

TITLE: CAREER DEVELOPMENT OPPORTUNITIES FOR NATIVE AMERICANS.

DESCRIPTOR: *AMERICAN INDIANS; ANNOTATED BIBLIOGRAPHIES; *CAREER OPPORTUNITIES; COLLEGE ENTRANCE EXAMINATIONS; EDUCATIONAL OPPORTUNITIES; *EDUCATIONAL PROGRAMS; FEDERAL PROGRAMS; GRADUATE STUDY; *HIGHER EDUCATION; PROFESSIONAL EDUCATION; *STUDENT LOAN PROGRAMS; UNDERGRADUATE STUDY; VOCATIONAL EDUCATION

DESCRIPTIVE NOTE: 62P.

INFORMATION PERTAINING TO ADULT EDUCATION AND VOCATIONAL-TECHNICAL PROGRAMS AS WELL AS COLLEGE AND UNIVERSITY AIDS IS PROVIDED IN THIS BOOKLET. THE BOOKLET HAS BEEN DIVIDED INTO THREE CHAPTERS: (1) "EDUCATION BEYOND HIGH SCHOOL"; (2) "NATIVE AMERICAN PROGRAMS OF ASSISTANCE"; AND (3) "STUDENT AIDS PROGRAMS (NOT SPECIFICALLY FOR INDIANS)." CHAPTER 1 PROVIDES GUIDANCE FOR THOSE PERSONS NOT FAMILIAR WITH PROGRAMS AND REQUIREMENTS FOR POST-HIGH SCHOOL EDUCATION. FINANCIAL AID FORMS AND COLLEGE ADMISSIONS TESTS ARE DISCUSSED IN THIS CHAPTER. IN CHAPTER 2, 111 PROGRAMS AND/OR SCHOOLS SPECIFICALLY FOR NATIVE AMERICAN APPLICANTS ARE LISTED. THIS CHAPTER CONTAINS INFORMATION RELATIVE TO BUREAU OF INDIAN AFFAIRS, TRIBAL, INSTITUTIONAL, AND ORGANIZATIONAL OPPORTUNITIES. CHAPTER 3 DESCRIBES 70 STUDENT AID PROGRAMS AVAILABLE TO ALL STUDENTS. SPECIFIC SUBJECT AREAS FOR UNDERGRADUATE AND GRADUATE STUDENTS AND FOR STUDENTS INTERESTED IN VOCATIONAL TRAINING ARE ALSO LISTED IN THIS CHAPTER. AMONG THESE SUBJECT AREAS ARE: AGRICULTURE AND HORTICULTURE, ARCHITECTURE, EDUCATION, BUSINESS ADMINISTRATION, FASHION, FOREIGN STUDY, HEALTH PROFESSIONS, LAW ENFORCEMENT, AND SOCIAL WORK. A 9-ITEM ANNOTATED BIBLIOGRAPHY PROVIDES AN ALPHABETICAL CATALOGUE OF SOURCES PERTAINING TO INSTITUTIONS, CAREERS, AND FINANCIAL AIDS. (NQ)

ACCESSION NUMBER: ED107425

PUBLICATION DATE: NOV 74

TITLE: AN ANNOTATED BIBLIOGRAPHY OF SELECTED PROJECTS, THESES, AND DISSERTATIONS ON THE AMERICAN INDIAN BY ARIZONA STATE UNIVERSITY STUDENTS FROM 1943-1974.

PERSONAL AUTHOR: MECH, JOYCE, COMP.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; ATTITUDES; CURRICULUM; *DOCTORAL THESES; ECONOMIC FACTORS; GUIDANCE; *MASTERS THESES; MENTAL HEALTH; *PUBLICATIONS; READING; RESERVATIONS (INDIAN); SOCIOCULTURAL PATTERNS

IDENTIFIER: *ARIZONA STATE UNIVERSITY

DESCRIPTIVE NOTE: 15P.

FIFTY-FIVE PUBLISHED PROJECTS, THESES, AND DISSERTATIONS DEALING WITH THE NATIVE AMERICAN AND WRITTEN BY ARIZONA STATE UNIVERSITY STUDENTS ARE LISTED IN THIS ANNOTATED BIBLIOGRAPHY. ARRANGED ALPHABETICALLY ACCORDING TO AUTHORS AND TOPICS, THE PUBLICATIONS COVER THE PERIOD FROM 1943 TO 1974. TOPICS INCLUDE: (1) ATTITUDES/ACHIEVEMENT, (2) CURRICULUM, (3) ECONOMICS/BUSINESS, (4) ENVIRONMENTAL/SOCIOCULTURAL, (5) GUIDANCE, (6) LANGUAGE/READING, AND (7) PHYSICAL/MENTAL HEALTH. THE PUBLICATIONS LISTED MAY BE FOUND AT THE CHARLES TRUMBULL HAYDEN LIBRARY ON THE UNIVERSITY CAMPUS. (NQ)

AVAILABILITY: CENTER FOR INDIAN EDUCATION, COLLEGE OF EDUCATION, ARIZONA STATE UNIVERSITY, TEMPE, ARIZONA 85281 ($0.50)

ACCESSION NUMBER: ED107427

PUBLICATION DATE: JUN 75

TITLE: AMERICAN INDIAN EDUCATION, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 6.

DESCRIPTOR: *ABSTRACTS; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; BILINGUAL EDUCATION; COMMUNITY CONTROL; CROSS CULTURAL STUDIES; *EDUCATIONAL RESOURCES; ESKIMOS; FEDERAL LEGISLATION; FEDERAL PROGRAMS; *PERIODICALS; RESERVATIONS (INDIAN); TRIBES

DESCRIPTIVE NOTE: 249P.; FOR RELATED DOCUMENT, SEE ED 100 547. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

COMPILED TO PROVIDE ACCESS TO SOME OF THE LATEST RESOURCE MATERIAL, RESEARCH FINDINGS, AND/OR DEVELOPMENTS IN AMERICAN INDIAN EDUCATION, THIS BIBLIOGRAPHY, A SUPPLEMENT TO SIX PREVIOUS ERIC/CRESS BIBLIOGRAPHIES CITES MATERIALS AVAILABLE THROUGH "RESOURCES IN EDUCATION" (RIE) AND "CURRENT INDEX TO JOURNALS IN EDUCATION" (CIJE). PART 1 OF THE PRESENT BIBLIOGRAPHY CONTAINS 142 CITATIONS AND ABSTRACTS WHICH APPEARED IN RIE FROM OCTOBER 1974 THROUGH MARCH 1975. PART 2 CONTAINS 93 JOURNAL ARTICLE CITATIONS WHICH APPEARED IN THE OCTOBER 1974 THROUGH MARCH 1975 ISSUES OF CIJE. ENTRIES COVER SUCH TOPICS AS AMERICAN INDIAN CULTURE, BILINGUAL EDUCATION, ESKIMOS, CROSS CULTURAL STUDIES, FEDERAL LEGISLATION AND PROGRAMS, AND COMMUNITY CONTROL. A COMBINED RIE AND CIJE SUBJECT INDEX IS PROVIDED TO ASSIST THE USER IN LOCATING CITATIONS PERTAINING TO A GIVEN SUBJECT AREA. A LIST OF STANDING ORDER MICROFICHE COLLECTIONS AND ORDERING INFORMATION ARE ALSO PROVIDED. (NQ)

AVAILABILITY: NATIONAL EDUCATIONAL LABORATORY PUBLISHERS, INC., 813 AIRPORT BOULEVARD, AUSTIN, TEXAS 78702 (STOCK NO. EC-027; $6.00)

HARD COPY NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED107438

PUBLICATION DATE: MAR 75

TITLE: THROUGH EDUCATION: SELF DETERMINATION--A BICENTENNIAL GOAL FOR AMERICAN INDIANS. THE SECOND ANNUAL REPORT TO THE CONGRESS OF THE UNITED STATES FROM THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION.

DESCRIPTOR: *ADVISORY COMMITTEES; *AMERICAN INDIANS; ANNUAL REPORTS; BUDGETING; ECONOMIC DEVELOPMENT; *EDUCATIONAL NEEDS; HEALTH; HOUSING; INFORMATION DISSEMINATION; *POLICY FORMATION; *PROGRAM DEVELOPMENT; RESEARCH PROJECTS; SELF ACTUALIZATION

IDENTIFIER: INDIAN EDUCATION ACT TITLE IV PROGRAMS; *NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

DESCRIPTIVE NOTE: 113P.; FOR RELATED DOCUMENT, SEE ED 107 439, ED 091 102-103

THE SECOND ANNUAL REPORT OF THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION (NACIE) PRESENTS NACIE'S MAJOR 1974 ACTIVITIES AND RECOMMENDATIONS; THE COUNCIL'S LETTER TO ALBERT H. QUIE, HOUSE OF REPRESENTATIVES (A SUMMARY OF THE COUNCIL'S PROGRESS-TO-DATE IN WHICH CHAIRMAN WILL ANTELL EXPLAINS IN GREAT DETAIL THE COMPLEXITIES AND PROBLEMS OF IMPLEMENTING TITLE IV OF THE INDIAN EDUCATION ACT OF 1972); A DISCUSSION OF TITLE IV PROGRAM PROGRESS INCLUDING GRASSROOTS FEEDBACK, SUMMARY STATEMENTS FROM THE COUNCIL MEMBERS' FIELD EVALUATIONS, AND THE RESPONSES OF SCHOOL OFFICIALS; AND DISCUSSION OF EDUCATION IN TERMS OF BUSINESS, HOUSING, HEALTH, AND CULTURE. AMONG THE ACTIVITIES REPORTED ARE: READING AND RECOMMENDING OF 548 TITLE IV PROPOSALS AND GRANTS UNDER THE INDIAN EDUCATION ACT OF 1972; EFFORTS TO ALTER THE BUDGET GAP FROM AN AUTHORIZED $224,000 TO THE REQUESTED $692,548; CONTINUOUS COMMUNICATION OF THE NATIONAL POLICY OF SELF-DETERMINATION AND ITS ACHIEVEMENT VIA EDUCATION; NUMEROUS FIELD VISITS TO TITLE IV GRANTEE LOCATIONS FOR PURPOSES OF EVALUATION AND ASSISTANCE; MONITORING OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE CIVIL RIGHTS REQUIREMENTS RELATIVE TO INDIAN EDUCATION; AND PROGRAM DEVELOPMENT FOR REGIONAL CONFERENCES/WORKSHOPS TO DISSEMINATE DETAILED TITLE IV PROGRAM INFORMATION TO LOCAL INDIAN COMMUNITIES. (JC)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO. 017-080-01395-9; $1.40)

ACCESSION NUMBER: ED107439

PUBLICATION DATE: 31 MAR 74

TITLE: THE INDIAN EDUCATION ACT OF 1972. REPORT OF PROGRESS FOR THE FIRST YEAR OF THE PROGRAM.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; ADMINISTRATIVE POLICY; ADMISSION CRITERIA; *AMERICAN INDIANS; *COST EFFECTIVENESS; CURRICULUM DEVELOPMENT; EDUCATIONAL METHODS; *EDUCATIONAL NEEDS; *EDUCATIONAL OBJECTIVES; ELEMENTARY SECONDARY EDUCATION; GRANTS; HEALTH PROGRAMS; PARENT PARTICIPATION; *PROGRAM EVALUATION; SELF CONCEPT; STUDENT DISTRIBUTION; TABLES (DATA)

IDENTIFIER: *INDIAN EDUCATION ACT OF 1972

DESCRIPTIVE NOTE: 49P.; FOR RELATED DOCUMENT, SEE ED 107 438.

PROGRESS DURING THE FIRST YEAR OF PROGRAM IMPLEMENTATION OF THE AMERICAN INDIAN EDUCATION ACT OF 1972 (IEA) IS REPORTED VIA NARRATIVE AND TABULAR DATA RELATIVE TO THE FOLLOWING: (1) DISTRIBUTION OF INDIAN PUPILS BY STATE; (2) DISTRIBUTION OF IEA FUNDS IN 1973 BY STATE; (3) RELATION BETWEEN SIZE OF GRANT AND NUMBER OF INDIANS WITH THE RECIPIENT LOCAL EDUCATION AGENCY; (4) NUMBER OF INDIAN PUPILS SERVED BY 432 FUNDED PROJECTS; (5) FREQUENT REASONS FOR DENIAL OR REDUCTION OF PART A PROPOSALS (105 CASES); (6) PERSONAL OR SOCIAL NEEDS OF INDIAN PUPILS; (7) NEEDS FOR ACADEMIC ACHIEVEMENT; (8) PUPIL HEALTH NEEDS; (9) ECONOMIC NEEDS OF INDIAN FAMILIES; (10) AREAS OF NEEDED CURRICULUM IMPROVEMENT; (11) AREA OF NEEDED METHODOLOGICAL IMPROVEMENT; (12) AREAS OF NEEDED STAFF IMPROVEMENT; (13) AREAS OF NEEDED IMPROVEMENT IN SPECIAL SERVICES; (14) MAJOR SCHOOL NEEDS; (15) COUNSELING AND SOCIAL DEVELOPMENT OBJECTIVES; (16) CURRICULUM OBJECTIVES; (17) CURRICULUM DEVELOPMENT OBJECTIVES; (18) PROPOSED HEALTH PROGRAM OBJECTIVES AND DEVELOPMENT; (19) STAFFING OBJECTIVES FOR FUNDED IEA PROGRAMS; (20) MODES OF PLANNED INSTRUCTION; (21) PROGRAM AND BUDGET PRIORITIES FOR PUPIL AND SCHOOL NEEDS; (22) PROGRAM AND BUDGET PRIORITIES FOR IEA PROJECT OBJECTIVES; AND (23) EVALUATION CRITERIA. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 107 438.

ACCESSION NUMBER: ED107443

PUBLICATION DATE: 75

TITLE: THE NORTH AMERICAN INDIAN; A BIBLIOGRAPHY OF COMMUNITY DEVELOPMENT.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; BIBLIOGRAPHIES; *CITATION INDEXES; *COMMUNITY DEVELOPMENT; CULTURAL BACKGROUND; DEMOGRAPHY; EDUCATION; FEDERAL GOVERNMENT; GOVERNMENT ROLE; HEALTH; HOUSING; LEGAL PROBLEMS; *PLANNING; POPULATION DISTRIBUTION; PUBLICATIONS; SOCIOCULTURAL PATTERNS; URBANIZATION

IDENTIFIER: HOUSING AND URBAN DEVELOPMENT; HUD; *KEY WORD IN CONTEXT INDEX; KWIC

DESCRIPTIVE NOTE: 69P.

DEVELOPED BY THE HOUSING AND URBAN DEVELOPMENT (HUD) LIBRARY TO MEET THE RECENT SURGE OF INTEREST IN ETHNIC MINORITIES AND THEIR PROBLEMS, THIS ANNOTATED BIBLIOGRAPHY ON COMMUNITY DEVELOPMENT RELATIVE TO AMERICAN INDIANS IS DIVIDED INTO TWO PARTS. UTILIZATION MATERIAL PUBLISHED BETWEEN 1969 AND 1974, PART 1 PRESENTS 403 CITATIONS WHICH ARE AUTHOR INDEXED AND ORGANIZED UNDER THE FOLLOWING SUBJECTS: (1) BACKGROUND (SOCIOCULTURAL); (2) GOVERNMENT RELATIONS; (3) LEGAL ASPECTS; (4) DEMOGRAPHIC DISTRIBUTION; (5) CULTURAL AND SOCIAL INDICATORS; (6) COMMUNITY DEVELOPMENT AND ECONOMIC CONDITIONS; (7) EDUCATION; (8) HEALTH; (9) HOUSING; AND (10) PROBLEMS OF URBANIZATION. SPECIALIZED BIBLIOGRAPHIES AT THE END OF EACH SUBJECT SECTION SUPPLY SOURCES FOR FURTHER RESEARCH. PART 2 PRESENTS A SPECIAL SECTION OF 365 PUBLICATION CITATIONS PRODUCED VIA COMPREHENSIVE PLANNING ASSISTANCE PROGRAM FUNDS WHICH MAY BE FOUND IN HUD'S REGIONAL OFFICES, THE HEADQUARTERS LIBRARY, AND VARIOUS STATE AND UNIVERSITY LIBRARIES. INDEXED GEOGRAPHICALLY, THESE PUBLICATIONS ON PLANNING ARE ALSO INDEXED VIA THE KEY WORD IN CONTEXT (KWIC) INDEX WHICH INCLUDES AN ACCESSION NUMBER, A TITLE (KEY WORD OR WORDS), REPORT DATE, STATE, AND GEOGRAPHIC PLACE NAME. (JC)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO. 023-000-00294-9; $1.30)

ACCESSION NUMBER: ED107444

PUBLICATION DATE: APR 75

TITLE: EVALUATION REPORT OF INDIAN EDUCATION ADMINISTRATOR TRAINING PROGRAM AT UNIVERSITIES OF HARVARD, PENN STATE, AND MINNESOTA. (DESCRIPTIVE ANALYSIS). RESEARCH AND EVALUATION REPORT SERIES NO. 22.01.

PERSONAL AUTHOR: LEITKA, EUGENE; AND OTHERS

DESCRIPTOR: ACHIEVEMENT; ADMINISTRATIVE PERSONNEL; *ADMINISTRATOR EDUCATION; *AMERICAN INDIANS; COMMUNITY SURVEYS; *COST EFFECTIVENESS; EDUCATIONAL ACCOUNTABILITY; EDUCATIONAL ASSESSMENT; *FINANCIAL SUPPORT; GRADUATE SURVEYS; HIGHER EDUCATION; *PROGRAM EVALUATION; SURVEYS; TABLES (DATA)

IDENTIFIER: *AMERICAN INDIAN ADMINISTRATOR TRAINING PROGRAM; BIA; BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 233P.

COST-EFFECTIVENESS OF THE AMERICAN INDIAN ADMINISTRATOR TRAINING PROGRAM (BEGUN IN 1970 AND FUNDED VIA THE BUREAU OF INDIAN AFFAIRS SINCE 1971) WAS EVALUATED AT THREE UNIVERSITIES. DATA WERE DERIVED FROM PROGRAM PARTICIPANT QUESTIONNAIRES; ONSITE VISITS; PERSONAL INTERVIEWS (STUDENTS, DIRECTORS, PROFESSORS, AND ADMINISTRATORS); PROGRAM RECORDS; AND COMMUNITY OPINIONNAIRES. OF THE TOTAL 159 PAST AND PRESENT PARTICIPANTS, 105 OR 66 PERCENT RESPONDED TO SURVEY QUESTIONS DESIGNED TO ELICIT RESPONSES RELATIVE TO THE: PROGRAM'S RELATIONSHIP TO GRASSROOTS DETERMINATION OF EDUCATIONAL PRIORITIES AND NONEDUCATION PROGRAMS; NEED FOR SUCH PROGRAMS AS COMPARED TO THE AVAILABILITY OF OTHER PROGRAMS; COST-EFFECTIVENESS FACTORS; PROFESSIONAL ADVANCEMENTS, SALARIES, AND CONTRIBUTIONS OF PROGRAM GRADUATES; TYPES OF INSTITUTIONAL SUPPORT FOUND AT THE CAMPUSES. FINDINGS INDICATED: 88 STUDENTS HAD COMPLETED THE MASTER'S DEGREE, 7 THE EDUCATIONAL DOCTOR'S DEGREE, AND 1 THE PH.D.; SIGNIFICANT INCREASES IN SALARIES AND RESPONSIBILITIES; SIGNIFICANT CONCERN AMONG PROFESSORS, ADMINISTRATORS, AND STUDENTS ABOUT PROGRAM FUNDING AND DIRECTION; GREATEST PROGRAM SUCCESSES WERE AT HARVARD (70.2 PERCENT COMPLETION) AND PENN STATE (64.1 PERCENT COMPLETION). RECOMMENDATIONS EMPHASIZED PROGRAM CONTINUANCE, IMPROVED FUNDING PROCEDURES, AND THE NEED FOR A PROGRAM DIRECTOR. (JC)

ACCESSION NUMBER: ED107445

PUBLICATION DATE: APR 75

TITLE: EVALUATION REPORT OF INDIAN EDUCATION ADMINISTRATOR TRAINING PROGRAM AT UNIVERSITIES OF HARVARD, PENN STATE, AND MINNESOTA. (GRAPHIC DESCRIPTION). RESEARCH AND EVALUATION REPORT SERIES NO. 22.02.

PERSONAL AUTHOR: LEITKA, EUGENE; AND OTHERS

DESCRIPTOR: ACHIEVEMENT; ADMINISTRATIVE PERSONNEL; *ADMINISTRATOR EDUCATION; *AMERICAN INDIANS; COMMUNITY SURVEYS; *COST EFFECTIVENESS; EDUCATIONAL ACCOUNTABILITY; EDUCATIONAL ASSESSMENT; GRADUATE STUDENTS; GRADUATE SURVEYS; *GRAPHS; HIGHER EDUCATION; INTERVIEWS; *PROGRAM EVALUATION; SURVEYS

IDENTIFIER: *AMERICAN INDIAN ADMINISTRATOR TRAINING PROGRAM; BIA; BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 158P.

COST-EFFECTIVENESS OF THE AMERICAN INDIAN ADMINISTRATOR TRAINING PROGRAM AS IMPLEMENTED AT THREE UNIVERSITIES CONSTITUTES THE FOCUS OF THIS BUREAU OF INDIAN AFFAIRS' PROGRAM EVALUATION. THIS EVALUATION REPRESENTS DATA DERIVED FROM PROGRAM PARTICIPANT QUESTIONNAIRES; ONSITE VISITS; PERSONAL INTERVIEWS (STUDENTS, DIRECTORS, PROFESSORS, AND ADMINISTRATORS); PROGRAM RECORDS; AND COMMUNITY OPINIONNNAIRES. DATA ARE DEPICTED VIA 24 GRAPHS PER INSTITUTION AND ARE REPRESENTATIVE OF A 66 PERCENT STUDENT RESPONSE AMONG 159 STUDENTS INVOLVED IN THE PROGRAM SINCE 1970. THE SURVEY INSTRUMENTS, WHICH ARE APPENDED, REPRESENT: (1) STUDENT RESPONSES TO QUESTIONS ON ACADEMIC COMPLETION, PRESENT PARTICIPANT SERVICE TO NATIVE AMERICANS, SERVICE USEFULNESS, PARTICIPANT EVALUATION OF TRAINING, NEED FOR PROGRAM, RECRUITMENT METHOD, SELECTION PROCESS, SALARY BENEFITS, LEVEL OF RESPONSIBILITY, LEADERSHIP POSITIONS, CURRICULUM, OUTCOMES (DEGREES AND CERTIFICATION), AND PERSONAL DATA; (2) ADMINISTRATOR RESPONSES TO QUESTIONS ON ORGANIZATIONAL STRUCTURE, INSTITUTIONAL SUPPORT, ADMISSION CRITERIA, SELECTION PROCESS, PER PUPIL AND ADMINISTRATIVE COSTS, DATA ON GRADUATES, SPECIFIC PROBLEMS, SPECIAL PROGRAM FEATURES, AND CERTIFICATION OF INDIAN BLOOD; AND (3) COMMUNITY RESPONSES TO QUESTIONS ON TRIBAL AWARENESS, TRIBAL EDUCATIONAL NEEDS, OTHER MORE SUITABLE AVAILABLE PROGRAMS, FUNDING, PRIORITIES, AND PROGRAM IMPACT. (JC)

ACCESSION NUMBER: ED107446

PUBLICATION DATE: 14 APR 75

TITLE: THE INDIAN EDUCATION ACT OF 1972. REPORT OF PROGRESS FOR THE SECOND YEAR OF THE PROGRAM.

DESCRIPTOR: ADMINISTRATIVE POLICY; *AMERICAN INDIANS; CHANGE AGENTS; COMPARATIVE ANALYSIS; *COST EFFECTIVENESS; *EDUCATIONAL NEEDS; *EDUCATIONAL OBJECTIVES; ELEMENTARY SECONDARY EDUCATION; FIELD INTERVIEWS; FINANCIAL SUPPORT; GRANTS; INFORMATION DISSEMINATION; *PROGRAM EVALUATION; QUALITY CONTROL; STUDENT ENROLLMENT; TABLES (DATA); TECHNICAL ASSISTANCE

IDENTIFIER: *NATIONAL INDIAN EDUCATION ACT 1972

DESCRIPTIVE NOTE: 43P.; FOR RELATED DOCUMENT, SEE ED 107 439

PROGRAM IMPLEMENTATION UNDER THE AMERICAN INDIAN EDUCATION ACT OF 1972 (IEA) IS EVALUATED IN THIS PROGRESS REPORT VIA NARRATIVE AND TABULAR DATA RELATIVE TO THE FOLLOWING: (1) COMPARATIVE OVERVIEW OF 1973 AND 1974 TITLE IV-IEA PROGRAMS (PROJECT FUNDING, ENTITLEMENT, AND ELIGIBILITY; GRANTS AND FUNDING; INDIAN PUPIL ENROLLMENT; PER PUPIL EXPENDITURE OF TITLE IV GRANT AWARD FUNDS; AND SIZE OF GRANT); (2) APPLICATIONS FOR FUNDING (A SUMMARY, A 1973/1974 COMPARISON, AND 1974 APPLICATION REJECTIONS); (3) PERFORMANCE REPORTS (ACCOMPLISHMENT OF OBJECTIVES BY OBJECTIVE TYPE AS REPORTED BY DISTRICT); (4) EVALUATION IMPROVEMENT EFFORT (QUALITY CONTROL CONFERENCES, FIELD CAPABILITY IMPROVEMENT CONFERENCES, AND NEEDS FOR TECHNICAL ASSISTANCE); (5) FIELD STUDY (SURVEY OF PROJECT DIRECTORS, PARENT COMMITTEE CHAIRPERSONS, AND STAFF MEMBERS TO DETERMINE PROJECT EFFECTIVENESS AND TO DESCRIBE PROJECT PLANNING, OPERATION, AND EVALUATION PROCEDURES); AND (6) POSSIBLE ADMINISTRATIVE ACTIONS (RELATIVE TO THE FOLLOWING MAJOR CONCLUSIONS: (A) PROJECTS SEEM TO BE GAINING IN COMMUNITY SUPPORT; (B) THERE IS STRONG EVIDENCE OF PROJECT EFFECTIVENESS; (C) COMMUNICATION PROBLEMS BETWEEN SCHOOL ADMINISTRATIONS AND INDIAN COMMUNITIES INDICATE A NEED FOR STANDARDIZATION OF TERMINOLOGY; AND (D) FINANCIAL SUPPORT IS BEST SPENT ON SPECIAL STAFF). (JC)

100

ACCESSION NUMBER: ED108464

PUBLICATION DATE: 19 APR 74

TITLE: TEACHER AS LEARNER: A YEAR WITH THE MISSISSIPPI CHOCTAW INDIANS.

PERSONAL AUTHOR: PETERSON, JAN PAUKERT

DESCRIPTOR: ADULT BASIC EDUCATION; *AMERICAN INDIAN CULTURE; AMERICAN INDIANS; BASIC SKILLS; *CHOCTAW; *CULTURAL DIFFERENCES; CULTURAL TRAITS; *CULTURE CONTACT; EYE VOICE SPAN; INTERCULTURAL PROGRAMS; LANGUAGE STYLES; ORAL EXPRESSION; PERSUASIVE DISCOURSE; RHETORIC; *SPEECH INSTRUCTION; SPEECH SKILLS

DESCRIPTIVE NOTE: 8P.

THIS PAPER DESCRIBES THE EXPERIENCE OF A BASIC SPEECH TEACHER WITH COLLEGE-AGE CHOCTAW INDIAN STUDENTS ENROLLED IN A COMBINATION COLLEGE AND VOCATIONAL TRAINING PROGRAM. IN THE PROCESS OF TEACHING BASIC SPEECH TECHNIQUES, THE TEACHER LEARNED A VALUABLE LESSON IN CHOCTAW CULTURAL PATTERNS. TIME CONCEPTS; SOCIAL ETIQUETTE SUCH AS NAME-GIVING, CRITICISM, AND EYE CONTACT; AND THE IDEA OF GROUP ACTIVITY AS OPPOSED TO PERSONAL COMPETITION HAD TO BE DEALT WITH IN TERMS OF DIFFERING ANGLO AND CHOCTAW NORMS; AND ADJUSTMENTS WERE MADE ON BOTH SIDES. CHOCTAW HUMOR WAS ALSO DISCOVERED. THE GREATEST LESSONS LEARNED, HOWEVER, WERE A RESPECT FOR THE CHOCTAWS' TOLERANCE, REFUSAL TO MAKE ANYONE FEEL ILL AT EASE, AND DETERMINATION TO RESPOND TO THE ANGLO WORLD IN TERMS OF THEIR OWN CULTURE. (AM)

AVAILABILITY: JOURNAL OF APPLIED COMMUNICATION RESEARCH, DRAWER NJ, MISSISSIPPI STATE, MISSISSIPPI 39762 ($2.50)

JOURNAL CITATION: JOURNAL OF APPLIED COMMUNICATIONS RESEARCH; SPRING 1975

ACCESSION NUMBER: ED108477

PUBLICATION DATE: JAN 74

TITLE: IQALLUANEK IQSALRIIT (SMELT FISHING).

PERSONAL AUTHOR: TRAVERS, RUTH; AND OTHERS

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *BILINGUAL EDUCATION; CHILDRENS LITERATURE; ELEMENTARY EDUCATION; *ESKIMO ALEUT LANGUAGES; ESKIMOS; ETHNIC GROUPS; *INSTRUCTIONAL MATERIALS; LANGUAGE INSTRUCTION; READING INSTRUCTION; *READING MATERIALS; *STUDENT DEVELOPED MATERIALS; UNCOMMONLY TAUGHT LANGUAGES

IDENTIFIER: YUP IK

DESCRIPTIVE NOTE: 32P.

THIS ILLUSTRATED READER IS ONE IN A SERIES DESIGNED FOR USE IN THE ALASKA STATE-OPERATED SCHOOLS' BILINGUAL EDUCATION PROGRAM. THIS PARALLEL ENGLISH-YUP'IK READER WAS PREPARED BY THE THIRD AND FOURTH GRADES IN THE TWIN HILLS SSCHOOL. BLACK-AND-WHITE DRAWINGS ILLUSTPATE THE STORY. THE TEXT IS DESIGNED SO THAT THE ENGLISH VERSION FOLLOWS THE YUP'IK TEXT ON THE BACK OF THE PICTURE PAGE, RATHER THAN BEING OPPOSITE THE YUP'IK. (AM)

102

ACCESSION NUMBER: ED108771

PUBLICATION DATE: JUN 75

TITLE: THE YEAR BEHIND US, 1975--THE YEAR AHEAD, 1976.

DESCRIPTOR: ACCOUNTABILITY; ADULT EDUCATION; AGENCY ROLE; *AMERICAN INDIANS; AUDIOVISUAL PROGRAMS; *COMPARATIVE ANALYSIS; EDUCATIONAL FACILITIES; *EDUCATIONAL OBJECTIVES; EDUCATIONAL PLANNING; EDUCATIONAL RESEARCH; HIGHER EDUCATION; *PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; SERVICES

IDENTIFIER: IERC; INDIAN EDUCATION RESOURCES CENTER; *OFFICE OF INDIAN EDUCATION PROGRAMS

DESCRIPTIVE NOTE: 54P.

GOALS, OBJECTIVES, AND ACCOMPLISHMENTS OF FISCAL YEAR (FY) 1975 ARE PRESENTED IN CONJUNCTION WITH GOALS AND OBJECTIVES FOR FY 1976 IN THIS OFFICE OF INDIAN EDUCATION PROGRAM REPORT. EXPLICATIONS OF 1976 PRIORITY 1 AND PRIORITY 2 OBJECTIVES INCLUDE THE FOLLOWING AREAS OF CONCERN: PRIORITY 1 OBJECTIVES--PRESIDENTIAL; SCHOOL HOLDING POWER; REGULATIONS IN STUDENT RECORDS AND INFORMATION; PUBLICATIONS; EDUCATION INFORMATION SYSTEM; RESEARCH PROJECTS; EVALUATION GUIDELINES FOR CONTRACT SCHOOLS; BILINGUAL EDUCATION; AND PRIORITY 2 OBJECTIVES--SCIENCE CURRICULUM BULLETIN; ART PROGRAM; BUREAUWIDE CURRICULUM COMMITTEE PROCESS; LIBRARY SURVEY; CURRICULUM STANDARDS; OKLAHOMA NEEDS ASSESSMENT; EARLY CHILDHOOD EDUCATION NEEDS ASSESSMENT; GENERAL INFORMATION DISSEMINATION; BUREAU OF INDIAN AFFAIRS EDUCATION STATISTICAL PROGRAM. THE 1976 DIVISIONAL OBJECTIVES ARE PRESENTED FOR CONTINUING EDUCATION, EDUCATIONAL ASSISTANCE, AND AUDIOVISUAL SERVICES. ACCOMPLISHMENTS OF FY 1975 ARE COMPARED WITH FY 1975 GOALS AND OBJECTIVES FOR THE DIVISIONS OF: EVALUATION, RESEARCH, AND DEVELOPMENT; CONTINUING EDUCATION; EDUCATIONAL ASSISTANCE JOHNSON-O'MALLEY; EDUCATIONAL ASSISTANCE TITLE PROGRAM; SCHOOL FACILITIES; AND EDUCATIONAL AUDIOVISUAL SERVICES. EXCERPTS FROM THE MONTHLY ACTIVITY REPORTS OF THE INDIAN EDUCATION RESOURCES CENTER ARE APPENDED. (JC)

ACCESSION NUMBER: ED108779

PUBLICATION DATE: JUN 75

TITLE: WORKING WITH INDIAN COMMUNITIES AND AGENCIES TO ESTABLISH INDIAN LIBRARY SERVICES. GUIDE 1: ESTABLISHING INDIAN LIBRARY SERVICE--PART 1.

PERSONAL AUTHOR: CHRISTENSEN, ROSEMARY ACKLEY

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY INVOLVEMENT; *COMMUNITY ROLE; DEFINITIONS; FINANCIAL SUPPORT; *GUIDES; INFORMATION NETWORKS; LIBRARY NETWORKS; *LIBRARY PLANNING; *LIBRARY ROLE

DESCRIPTIVE NOTE: 17P.; NOT AVAILABLE IN HARD COPY DUE TO POOR CONTRAST BETWEEN PAPER AND INK COLOR. FOR OTHER GUIDES IN THIS SERIES, SEE ED 108 780-789.

LIBRARIES AND INFORMATION CENTERS ARE RAPIDLY BECOMING AN INTEGRAL PART OF AMERICAN INDIAN LIFE. INDIVIDUALS, ORGANIZATIONS, AND TRIBES HAVE COME TO THE DECISION THAT LIBRARIES AND THE INFORMATION SERVICES WHICH THEY OFFER ARE NECESSARY TO MEET INDIAN GOALS. ALTHOUGH THESE GOALS MAY VARY WIDELY FROM IMPROVED ACCESS TO EDUCATION, CULTURAL INFORMATION, INFORMATION ON AVAILABLE SOCIAL SERVICES, TO LEISURE READING, THEY ARE ALL BASED IN A COMPONENT OR INSTITUTION DESIGNED TO PROCESS INFORMATION—A LIBRARY. ELEVEN GUIDES HAVE BEEN DEVELOPED TO SUMMARIZE THE STATE-OF-THE-ART IN INDIAN LIBRARIANSHIP IN A SERIES OF BRIEF, PRACTICAL GUIDES. EACH GUIDE DISCUSSES BASIC POLICIES, INITIAL STEPS, OR DISCREET ACTIVITIES ESSENTIAL TO SUCCESSFUL INDIAN LIBRARY SERVICE. THE GUIDES PRESENT THREE BASIC TYPES OF INFORMATION: SOCIETAL COPING SKILLS, BASIC CONSIDERATIONS FOR IMPLEMENTATION, AND DESCRIPTIONS OF SERVICES UNIQUE OR CRITICAL TO INDIAN LIBRARIES. GUIDE 1 BRIEFLY DISCUSSES ESTABLISHING INITIAL CONTACTS WITH THE INDIAN COMMUNITY. IT EMPHASIZES HOW TO COPE WITH SOCIETAL DIFFERENCES IN INDIAN COMMUNITIES. DEFINITIONS ARE GIVEN FOR LIBRARY, INFORMATION, AND INDIAN COMMUNITY. FIVE SOURCES FOR FURTHER READING ARE ALSO CITED. (NQ)

AVAILABILITY: NATIONAL INDIAN EDUCATION ASSOCIATION, 3036 UNIVERSITY AVENUE SE, SUITE 3, MINNEAPOLIS, MINNESOTA 55414 ($0.75 EACH; $7.50 SET; $6.50 GROUPS OF 20 SETS; $5.00 GROUPS OF 100 OR MORE SETS)

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ACCESSION NUMBER: ED108780

PUBLICATION DATE: JUN 75

TITLE: WORKING WITH LIBRARY AGENCIES TO ESTABLISH INDIAN LIBRARY SERVICES. GUIDE 2: ESTABLISHING INDIAN LIBRARY SERVICE--PART 2.

PERSONAL AUTHOR: SMITH, HANNIS

DESCRIPTOR: AGENCY ROLE; *AMERICAN INDIANS; *COMMUNITY ROLE; DEFINITIONS; *GUIDES; INFORMATION SERVICES; LIBRARY NETWORKS; *LIBRARY ROLE; *LIBRARY SERVICES; PUBLIC RELATIONS

DESCRIPTIVE NOTE: 19P.; NOT AVAILABLE IN HARD COPY DUE TO POOR CONTRAST BETWEEN PAPER AND INK COLOR. FOR OTHER GUIDES IN THIS SERIES, ED 108 780-789.

LIBRARIES AND INFORMATION CENTERS ARE RAPIDLY BECOMING AN INTEGRAL PART OF AMERICAN INDIAN LIFE. INDIVIDUALS, ORGANIZATIONS, AND TRIBES HAVE COME TO THE DECISION THAT LIBRARIES AND THE INFORMATION SERVICES WHICH THEY OFFER ARE NECESSARY TO MEET INDIAN GOALS. ELEVEN GUIDES HAVE BEEN DEVELOPED TO PROVIDE INITIAL DIRECTION AND PROVIDE ALTERNATIVES TO THOSE PLANNING OR DEVELOPING INDIAN LIBRARY AND INFORMATION SYSTEMS. EACH GUIDE DISCUSSES BASIC POLICIES, INITIAL STEPS, OR DISCREET ACTIVITIES WHICH APPEAR TO BE ESSENTIAL TO SUCCESSFUL INDIAN LIBRARY SERVICE. THREE BASIC TYPES OF INFORMATION ARE PRESENTED IN THESE GUIDES: (1) SOCIETAL COPING SKILLS, (2) BASIC CONSIDERATIONS FOR IMPLEMENTATION, AND (3) DESCRIPTIONS OF SERVICES UNIQUE OR CRITICAL TO INDIAN LIBRARIES. GUIDE 2 OF THE SERIES BRIEFLY DISCUSSES PLANNING FOR INDIAN LIBRARY SERVICE. EMPHASIZING COPING WITH SOCIETAL DIFFERENCES IN INDIAN AND LIBRARY COMMUNITIES, THIS GUIDE DISCUSSES THE: FIRST CONTACTS WITH THE INDIAN COMMUNITY, DEVELOPMENT OF A RELATIONSHIP WITH THE COMMUNITY, AND GOALS OF INDIAN LIBRARY SERVICE. SOURCES FOR ADDITIONAL ADVICE AND INFORMATION ARE GIVEN. (NQ)

AVAILABILITY: NATIONAL INDIAN EDUCATION ASSOCIATION, 3036 UNIVERSITY AVENUE SE, SUITE 3, MINNEAPOLIS, MINNESOTA 55414 ($0.75 EACH; $7.50 SET; $6.50 GROUPS OF 20 SETS; $5.00 GROUPS OF 100 OR MORE SETS)

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ACCESSION NUMBER: ED108781

PUBLICATION DATE: JUN 75

TITLE: INITIAL ORGANIZATION AND STAFFING PATTERNS FOR INDIAN LIBRARY SERVICES. GUIDE 3: STAFFING FOR INDIAN LIBRARY SERVICES.

PERSONAL AUTHOR: WOOD, MARGARET

DESCRIPTOR: *AMERICAN INDIANS; DEFINITIONS; GUIDES; INFORMATION SERVICES; *LIBRARY PLANNING; *LIBRARY SERVICES; *ORGANIZATION; *PROGRAM DEVELOPMENT; STAFF UTILIZATION

DESCRIPTIVE NOTE: 17P.; NOT AVAILABLE IN HARD COPY DUE TO POOR CONTRAST BETWEEN PAPER AND INK COLOR. FOR OTHER GUIDES IN THIS SERIES, SEE ED 108 780-789.

AMERICAN INDIAN TRIBES ARE RAPIDLY RECOGNIZING THE VALUE OF LIBRARIES. ALONG WITH THE TRIBES, INDIVIDUALS AND ORGANIZATIONS ARE ALSO RECOGNIZING THAT LIBRARIES AND THE INFORMATION SERVICES WHICH THEY OFFER ARE NECESSARY TO MEET INDIAN GOALS. THE ORGANIZATION, STAFFING, AND PROGRAMMING FOR INDIAN LIBRARY SERVICES, WHILE BASICALLY SIMILAR TO LIBRARY SERVICES EVERYWHERE, INVOLVE CERTAIN SPECIAL PROBLEMS AND UNIQUE SITUATIONS. THIS BOOKLET, THIRD IN A SERIES OF GUIDES DESIGNED TO PROVIDE INITIAL DIRECTION AND ALTERNATIVES TO THOSE PLANNING OR DEVELOPING INDIAN LIBRARY AND INFORMATION SYSTEMS, DISCUSSES SOME BASIC CONSIDERATIONS IN LIBRARY GOVERNANCE, INTERRELATIONSHIPS WITH GOVERNMENTAL UNITS, AND STAFF CONSIDERATIONS. THE FOLLOWING TERMS ARE DEFINED: LIBRARY STRUCTURE, LIBRARY BOARD, STAFF ORGANIZATION, AND LIBRARY PROGRAM. SEVENTEEN SOURCES FOR FURTHER READING ARE ALSO CITED. (NQ)

AVAILABILITY: NATIONAL INDIAN EDUCATION ASSOCIATION, 3036 UNIVERSITY AVENUE, SE. SUITE 3, MINNEAPOLIS, MINNESOTA 55414 ($0.75 EACH; $7.50 SET; $6.50 GROUPS OF 20 SETS; $5.00 GROUPS OF 100 OR MORE SETS)

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ACCESSION NUMBER: ED108782

PUBLICATION DATE: JUN 75

TITLE: ALTERNATIVES TO STANDARD CLASSIFICATION AND CATALOGING. GUIDE 4: ALTERNATIVES TO CLASSIFICATION.

PERSONAL AUTHOR: WITTSTOCK, LAURA WATERMAN; WOLTHAUSEN, JOHN H.

DESCRIPTOR: *AMERICAN INDIANS; *CATALOGING; *CLASSIFICATION; GUIDES; *LIBRARY PLANNING; LIBRARY SERVICES; *LIBRARY TECHNICAL PROCESSES; REFERENCE MATERIALS

DESCRIPTIVE NOTE: 17P.; NOT AVAILABLE IN HARD COPY DUE TO POOR CONTRAST BETWEEN PAPER AND INK COLOR. FOR OTHER GUIDES IN THIS SERIES, SEE ED 108 780-789.

INDIVIDUALS, ORGANIZATIONS, AND TRIBES ARE RAPIDLY RECOGNIZING THAT LIBRARIES AND THE INFORMATION SERVICES WHICH THEY OFFER ARE NECESSARY TO MEET AMERICAN INDIAN GOALS. ALTHOUGH THESE GOALS MAY VARY WIDELY FROM IMPROVED ACCESS TO EDUCATION, CULTURAL INFORMATION, INFORMATION ON AVAILABLE SOCIAL SERVICES, TO LEISURE READING, THEY ARE ALL BASED IN A COMPONENT OR INSTITUTION DESIGNED TO PROCESS INFORMATION--A LIBRARY. FOURTH IN A SERIES OF 11 GUIDES DEVELOPED TO PROVIDE INITIAL DIRECTION AND ALTERNATIVES TO THOSE PLANNING OR DEVELOPING INDIAN LIBRARY AND INFORMATION SYSTEMS, THIS GUIDE BRIEFLY DISCUSSES STANDARD CATALOGING SYSTEMS AND SEVERAL ALTERNATIVE SYSTEMS SPECIFICALLY DESIGNED FOR INDIAN LIBRARIES. THE CATALOGING SYSTEMS DISCUSSED INCLUDE COLOR CODING, AUTHOR STORAGE METHODS, AND ACCESSION NUMBERS. CLASSIFICATION SYSTEMS COVERED INCLUDE THE LIBRARY OF CONGRESS CLASSIFICATION, DEWEY DECIMAL SYSTEM, AND CUTTER SYSTEM. COMMERCIAL SERVICES FOR CATALOGING ARE BRIEFLY REVIEWED. SEVEN SOURCES FOR ADDITIONAL INFORMATION ARE CITED. (NQ)

AVAILABILITY: NATIONAL INDIAN EDUCATION ASSOCIATION, 3036 UNIVERSITY AVENUE, SE, SUITE 3, MINNEAPOLIS, MINNESOTA 55414 ($0.75 EACH; $7.50 SET; $6.50 GROUPS OF 20 SETS; $5.00 GROUPS OF 100 OR MORE SETS)

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ACCESSION NUMBER: ED108783

PUBLICATION DATE: JUN 75

TITLE: URBAN INDIAN LIBRARY SERVICES. GUIDE 5.

PERSONAL AUTHOR: JONES, MARIE C.; CASADAY, EDITH

DESCRIPTOR: *AMERICAN INDIANS; DEFINITIONS; *GUIDES; INFORMATION SERVICES; INTERAGENCY COOPERATION; LIBRARY COOPERATION; *LIBRARY PLANNING; MODELS; *URBAN AREAS

DESCRIPTIVE NOTE: 13P.; NOT AVAILABLE IN HARD COPY DUE TO POOR CONTRAST BETWEEN PAPER AND INK COLOR. FOR OTHER GUIDES IN THIS SERIES, SEE ED 108 780-789.

ACCORDING TO THE 1970 CENSUS, NEARLY ONE-HALF OF THE UNITED STATES AMERICAN INDIAN POPULATION LIVES IN URBAN AREAS. MANY OF THESE INDIANS BELONG TO A LOWER SOCIOECONOMIC SECTOR AND ARE OFTEN DISCRIMINATED AGAINST IN HOUSING, EDUCATION, EMPLOYMENT, HEALTH SERVICES, AND LAW ENFORCEMENT. AWAY FROM THE PROTECTIONS OF THEIR OWN CULTURES AND REPRESSED IN THE MAJORITY CULTURE, THEY HAVE A SPECIAL NEED FOR REINFORCEMENT OF SELF-ESTEEM. INFORMATION AND REFERRAL SERVICES CAN HELP PROVIDE SOLUTIONS TO THEIR EVERYDAY NEEDS, THUS ASSISTING THEM TO BECOME MORE PRODUCTIVE MEMBERS OF SOCIETY. THE LIBRARY CAN FURNISH A VARIETY OF INDIAN MATERIALS TO HELP MEET THESE VARYING NEEDS. GUIDE 5, ONE OF 11 GUIDES DESIGNED TO PROVIDE INITIAL DIRECTION AND ALTERNATIVES TO THOSE PLANNING OR DEVELOPING INDIAN LIBRARY AND INFORMATION SYSTEMS, BRIEFLY DISCUSSES SOME BASIC CONSIDERATIONS WHICH NEED TO BE KEPT IN MIND WHEN IMPLEMENTING LIBRARY SERVICES FOR URBAN INDIAN POPULATIONS. AMONG THE TOPICS ARE: LIBRARY RESPONSIBILITY, ROLE OF INDIAN ORGANIZATIONS, LOCATION OF SERVICES, PERSONNEL, MODEL SERVICES, AND COOPERATION WITH SCHOOLS AND SOCIAL SERVICES. TWELVE SOURCES FOR FURTHER READING ARE GIVEN. (NQ)

AVAILABILITY: NATIONAL INDIAN EDUCATION ASSOCIATION, 3036 UNIVERSITY AVENUE SE, SUITE 3, MINNEAPOLIS, MINNESOTA 55414 ($0.75 EACH; $7.50 SET; $6.50 GROUPS OF 20 SETS; $5.00 GROUPS OF 100 OR MORE SETS)

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ACCESSION NUMBER: ED108784

PUBLICATION DATE: JUN 75

TITLE: CONTINUING ADULT EDUCATION AND INDIAN LIBRARIES. GUIDE 6: ADULT EDUCATION AND INDIAN LIBRARIES.

PERSONAL AUTHOR: MATHEWS, VIRGINIA H.

DESCRIPTOR: *ADULT EDUCATION; *AMERICAN INDIANS; DEMONSTRATION PROGRAMS; FINANCIAL SUPPORT; *GUIDES; LIBRARY COOPERATION; *LIBRARY PLANNING; *LIBRARY ROLE; MODELS; PROGRAM DESCRIPTIONS

DESCRIPTIVE NOTE: 17P.; NOT AVAILABLE IN HARD COPY DUE TO POOR CONTRAST BETWEEN PAPER AND INK COLOR. FOR OTHER GUIDES IN THIS SERIES, SEE ED 108 780-789.

LIBRARIES AND INFORMATION CENTERS ARE RAPIDLY BECOMING AN INTEGRAL PART OF AMERICAN INDIAN LIFE. INDIVIDUALS, ORGANIZATIONS, AND TRIBES ARE RECOGNIZING THAT LIBRARIES AND THE INFORMATION SERVICES THEY OFFER ARE NECESSARY TO MEET INDIAN GOALS. ALTHOUGH THESE GOALS VARY WIDELY FROM IMPROVED ACCESS TO EDUCATION, CULTURAL INFORMATION, INFORMATION ON AVAILABLE SOCIAL SERVICES TO LEISURE READING, THEY ARE ALL BASED IN A COMPONENT OR INSTITUTION DESIGNED TO PROCESS INFORMATION. SIXTH IN A SERIES OF 11 BRIEF, PRACTICAL GUIDES DEVELOPED TO PROVIDE INITIAL DIRECTION AND ALTERNATIVES TO THOSE PLANNING OR ENGAGED IN DEVELOPING INDIAN LIBRARY AND INFORMATION SYSTEMS, THIS GUIDE EXPLAINS THE INTEGRAL ROLE OF LIBRARIES IN THE ADULT EDUCATION PROCESS. THE GUIDE DISCUSSES THE LIBRARY AS A PROVIDER OF ADULT EDUCATION AND DESCRIBES SOME MODEL PROGRAMS WHICH HAVE BEEN SUCCESSFUL. FUNDING AND PROBLEMS ENCOUNTERED IN ADULT EDUCATION PROGRAMS ARE ALSO DISCUSSED. SOME READING SUGGESTIONS AND OTHER RESOURCES ARE ALSO LISTED. (NQ)

AVAILABILITY: NATIONAL INDIAN EDUCATION ASSOCIATION, 3036 UNIVERSITY AVENUE, SE, SUITE 3, MINNEAPOLIS, MINNESOTA 55414 ($0.75 EACH; $7.50 SET; $6.50 GROUPS OF 20 SETS; $5.00 GROUPS OF 100 OR MORE SETS)

HARD COPY NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED108785

PUBLICATION DATE: JUN 75

TITLE: PROMOTING INDIAN LIBRARY USE. GUIDE NUMBER 7.

PERSONAL AUTHOR: TOWNLEY, CHARLES T.

DESCRIPTOR: *AMERICAN INDIANS; BOOKMOBILES; EDUCATIONAL PROGRAMS; GUIDES; INFORMATION SERVICES; *LIBRARY EXTENSION; *LIBRARY PLANNING; *LIBRARY SERVICES; *OUTREACH PROGRAMS

DESCRIPTIVE NOTE: 13P.; NOT AVAILABLE IN HARD COPY DUE TO POOR CONTRAST BETWEEN PAPER AND INK COLOR. FOR OTHER GUIDES IN THIS SERIES, SEE ED 108 780-789.

INDIVIDUALS, ORGANIZATIONS, AND AMERICAN INDIAN TRIBES ARE RAPIDLY RECOGNIZING THE VALUE OF LIBRARIES. THEY ARE RECOGNIZING THAT LIBRARIES AND THE INFORMATION SERVICES WHICH THEY OFFER ARE NECESSARY TO MEET INDIAN GOALS. SPECIFIC SENSITIVITY TO INDIAN WAYS AND ALTERNATIVES IS JUST DEVELOPING AS LIBRARY AND INFORMATION SERVICES DEVELOP IN INDIAN COMMUNITIES. A SERIES OF 11 GUIDES HAVE BEEN DEVELOPED TO PROVIDE INITIAL DIRECTION AND ALTERNATIVES TO THOSE PLANNING OR ENGAGED IN DEVELOPING INDIAN LIBRARY AND INFORMATION SYSTEMS. THIS GUIDE, 7TH IN THE SERIES, IDENTIFIES AND BRIEFLY DESCRIBES LIBRARY SERVICE COMPONENTS WHICH HAVE DEMONSTRATED POTENTIAL FOR MEETING INDIAN INFORMATIONAL NEEDS. AMONG THESE COMPONENTS ARE: THE LIBRARY HOURS, CIRCULATION POLICY, LIBRARY RULES, REFERENCE SERVICES, STORY HOURS, AND EDUCATIONAL PROGRAMS. TWO TYPES OF SERVICES ARE DISCUSSED: (1) THOSE WHICH TAKE PLACE IN THE LIBRARY AND (2) THOSE WHICH TAKE PLACE OUTSIDE THE LIBRARY. (NQ)

AVAILABILITY: NATIONAL INDIAN EDUCATION ASSOCIATION, 3036 UNIVERSITY AVE., SE, SUITE 3, MINNEAPOLIS, MINNESOTA 55414 ($0.75 EACH; $7.50 SET; $6.50 GROUPS OF 20 SETS; $5.00 GROUPS OF 100 OR MORE SETS)

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ACCESSION NUMBER: ED108786

PUBLICATION DATE: JUN 75

TITLE: LOCALLY GENERATED INFORMATION AND REFERRAL SERVICES IN INDIAN LIBRARIES. GUIDE 8: GENERATING INFORMATION IN INDIAN LIBRARIES.

PERSONAL AUTHOR: TOWNLEY, CHARLES T.

DESCRIPTOR: *AMERICAN INDIANS; DEFINITIONS; GUIDES; *INFORMATION DISSEMINATION; *INFORMATION PROCESSING; INFORMATION STORAGE; LIBRARY MATERIALS; *LIBRARY PLANNING; *LIBRARY SERVICES

DESCRIPTIVE NOTE: 13P.; NOT AVAILABLE IN HARD COPY DUE TO POOR CONTRAST BETWEEN PAPER AND INK COLOR. FOR OTHER GUIDES IN THIS SERIES, SEE ED 108 780-789.

LIBRARIES AND INFORMATION CENTERS ARE RAPIDLY BECOMING AN INTEGRAL PART OF AMERICAN INDIAN LIVE. A PRIMARY CONCERN OF INDIAN PEOPLE IS THE AVAILABILITY OF DEPENDABLE INFORMATION ON THOSE ISSUES AND PROGRAMS WHICH DIRECTLY AFFECT THEIR DAY TO DAY LIVES. AS THE COMMUNITY INFORMATION AGENCY, THE LIBRARY PLAYS A KEY ROLE IN IMPROVING ACCESS TO LOCAL INFORMATION. THE LIBRARY SHOULD CONCERN ITSELF WITH MEETING THE INFORMATIONAL NEEDS OF INDIVIDUALS, THE GRASS ROOTS, BY COLLECTING, ORGANIZING, AND DISSEMINATING INFORMATION ON LOCAL PROGRAMS AND ISSUES, AS THEY PRESENTLY EXIST IN THE MOST OBJECTIVE AND EFFECIENT MEANS POSSIBLE. IN ORDER TO DEVELOP A SUCCESSFUL INFORMATION CENTER, SOUND PLANNING IS REQUIRED. GUIDE 8, PART OF A SERIES OF 11 GUIDES DESIGNED TO PROVIDE INITIAL DIRECTION AND ALTERNATIVES TO THOSE PLANNING OR DEVELOPING INDIAN LIBRARY AND INFORMATION SYSTEMS, GIVES A DESCRIPTION OF INFORMATION CENTERS AND HOW TO IMPLEMENT THEM IN INDIAN COMMUNITIES. TOPICS COVERED ARE: TYPES AND LOCATION OF INFORMATION, ORGANIZATION AND STORAGE OF INFORMATION, AND METHODS OF DISSEMINATION. (NQ)

AVAILABILITY: NATIONAL INDIAN EDUCATION ASSOCIATION, 3036 UNIVERSITY AVE., SE, SUITE 3, MINNEAPOLIS, MINNESOTA 55414 ($0.75 EACH; $7.50 SET; $6.50 GROUPS OF 20 SETS; $5.00 GROUPS OF 100 OR MORE SETS)

HARD COPY NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED108787

PUBLICATION DATE: JUN 75

TITLE: ASSESSING INFORMATION NEEDS IN INDIAN COMMUNITIES. GUIDE NUMBER 9: ASSESSING INDIAN NEEDS.

PERSONAL AUTHOR: WHITEMAN RUNS HIM, ELIZABETH

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY SURVEYS; DEFINITIONS; EVALUATION NEEDS; *INFORMATION NEEDS; INFORMATION PROCESSING; INTERVIEWS; *LIBRARY PLANNING; *LIBRARY ROLE; QUESTIONNAIRES

DESCRIPTIVE NOTE: 20P.; NOT AVAILABLE IN HARD COPY DUE TO POOR CONTRAST BETWEEN PAPER AND INK COLOR. FOR OTHER GUIDES IN THIS SERIES, SEE ED 108 780-789.

LIBRARIES AND INFORMATION CENTERS ARE RAPIDLY BECOMING AN INTEGRAL PART OF AMERICAN INDIAN LIFE. INDIVIDUALS, ORGANIZATIONS, AND TRIBES ARE RECOGNIZING THAT LIBRARIES AND THE INFORMATION SERVICES THEY OFFER ARE NECESSARY TO MEET INDIAN GOALS. ELEVEN GUIDES HAVE BEEN DEVELOPED TO PROVIDE INITIAL DIRECTION AND ALTERNATIVES TO THOSE PLANNING OR DEVELOPING INDIAN LIBRARY AND INFORMATION SYSTEMS. HOWEVER, BEFORE MAKING ANY DECISION IN THE ESTABLISHMENT OR EXPANSION OF A LIBRARY PROGRAM, THE LIBRARY'S ROLE IN MEETING THE COMMUNITY'S INFORMATION NEEDS MUST BE DEFINED. GUIDE 9 OF THE SERIES DISUCSSES THE ASSESSMENT OF INFORMATION NEEDS IN THE INDIAN COMMUNITY. TOPICS DISCUSSED ARE: (1) INFORMATION NEEDED; (2) COLLECTION OF COMMUNITY INFORMATION; AND (3) METHODS OF INFORMATIONAL NEEDS ASSESSMENT. (NQ)

AVAILABILITY: NATIONAL INDIAN EDUCATION ASSOCIATION, 3036 UNIVERSITY AVE., SE, SUITE 3, MINNEAPOLIS, MINNESOTA 55414 ($0.75 EACH; $7.50 SET; $6.50 GROUPS OF 20 SETS; $5.00 GROUPS OF 100 OR MORE SETS)

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ACCESSION NUMBER: ED108788

PUBLICATION DATE: JUN 75

TITLE: MATERIALS SELECTION FOR INDIAN LIBRARIES. GUIDE NUMBER 10: MATERIALS SELECTION.

PERSONAL AUTHOR: CHRISTENSEN, ROSEMARY ACKLEY

DESCRIPTOR: *AMERICAN INDIANS; *EVALUATION CRITERIA; GUIDES; INFORMATION NEEDS; LIBRARY ACQUISITION; *LIBRARY MATERIAL SELECTION; *LIBRARY PLANNING; *MEDIA SELECTION

DESCRIPTIVE NOTE: 16P.; NOT AVAILABLE IN HARD COPY DUE TO POOR CONTRAST BETWEEN PAPER AND INK COLOR. FOR OTHER GUIDES IN THIS SERIES, SEE ED 108 780-789.

INDIVIDUALS, ORGANIZATIONS, AND AMERICAN INDIAN TRIBES ARE RECOGNIZING THAT LIBRARIES AND THE INFORMATION SERVICES WHICH THEY OFFER ARE NECESSARY TO MEET INDIAN GOALS. ALTHOUGH THESE GOALS MAY VARY WIDELY FROM IMPROVED ACCESS TO EDUCATION, CULTURAL INFORMATION, INFORMATION ON AVAILABLE SOCIAL SERVICES, TO LEISURE READING, THEY ARE ALL BASED IN A COMPONENT OR INSTITUTION DESIGNED TO PROCESS INFORMATION--A LIBRARY. THEREFORE, THE MATERIALS IN THE LIBRARY MUST BE CAREFULLY SELECTED. PART OF A SERIES OF 11 GUIDES DESIGNED TO PROVIDE INITIAL DIRECTION AND ALTERNATIVES TO THOSE PLANNING OR DEVELOPING INDIAN LIBRARY AND INFORMATION SYSTEMS, THIS GUIDE DISCUSSES THE EVALUATION OF INDIAN MATERIALS AND ANALYZES EXISTING EVALUATION CRITERIA DEVELOPED BY VARIOUS GROUPS. SEVERAL REVIEWING MATERIALS WHICH CAN BE USED IN SELECTING MATERIALS ARE DISCUSSED. ELEVEN SOURCES FOR ADDITIONAL INFORMATION ARE ALSO CITED. (NQ)

AVAILABILITY: NATIONAL INDIAN EDUCATION ASSOCIATION, 3036 UNIVERSITY AVE., SE, SUITE 3, MINNEAPOLIS, MINNESOTA 55414 ($0.75 EACH; $7.50 SET; $6.50 GROUPS OF 20 SETS; $5.00 GROUPS OF 100 OR MORE SETS)

HARD COPY NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED108789

PUBLICATION DATE: JUN 75

TITLE: IN-SERVICE TRAINING IN INDIAN LIBRARIES. GUIDE NUMBER 11: IN-SERVICE TRAINING.

PERSONAL AUTHOR: SMITH, LOTSEE

DESCRIPTOR: *AMERICAN INDIANS; EDUCATIONAL ASSESSMENT; GUIDES; *INSERVICE EDUCATION; *LIBRARY EDUCATION; *LIBRARY PLANNING; *PROGRAM DEVELOPMENT; PROGRAM EVALUATION; SUBPROFESSIONALS

DESCRIPTIVE NOTE: 16P.; NOT AVAILABLE IN HARD COPY DUE TO POOR CONTRAST BETWEEN PAPER AND INK COLOR. FOR OTHER GUIDES IN THIS SERIES, SEE ED 108 780-789.

LIBRARIES AND INFORMATION CENTERS ARE RAPIDLY BECOMING AN INTEGRAL PART OF AMERICAN INDIAN LIFE. EVEN THOUGH TRIBES HAVE RECENTLY TAKEN A GREAT DEAL OF INITIATIVE IN ESTABLISHING COMMUNITY LIBRARIES IN CONJUNCTION WITH TRIBAL COMMUNITY CENTERS, THEY HAVE ENCOUNTERED PROBLEMS OF TRAINING STAFF IN INDIAN LIBRARIES. ISOLATION AND LACK OF FUNDS, COMMITMENT, AND TRAINED INDIAN PERSONS ARE THE FUNDAMENTAL PROBLEMS IN PROVIDING LIBRARY SERVICES TO MANY INDIAN PEOPLE. THEREFORE, A SERIES OF 11 GUIDES HAVE BEEN DEVELOPED TO PROVIDE INITIAL DIRECTION AND ALTERNATIVES TO THOSE PLANNING OR ENGAGED IN DEVELOPING INDIAN LIBRARY AND INFORMATION SYSTEMS. GUIDE 11 OF THE SERIES BRIEFLY EXPLAINS THE TYPES AND METHODS OF TRAINING WHICH HAVE WORKED IN INDIAN TRAINING PROGRAMS. SUGGESTIONS ARE ALSO MADE ON HOW TO DEVELOP AN INDIAN TRAINING PROGRAM. THE GUIDE DISCUSSES: (1) ASSESSING TRAINING NEEDS; (2) PLANNING A PROGRAM TO MEET THESE NEEDS; (3) IMPLEMENTING THE TRAINING PROGRAM; AND (4) EVALUATING THE TRAINING PROGRAM. (NQ)

AVAILABILITY: NATIONAL INDIAN EDUCATION ASSOCIATION, 3036 UNIVERSITY AVE.; SE, SUITE 3, MINNEAPOLIS, MINNESOTA 55414 ($0.75 EACH; $7.50 SET; $6.50 GROUPS OF 20 SETS; $5.00 GROUPS OF 100 OR MORE SETS)

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ACCESSION NUMBER: ED108791

PUBLICATION DATE: 1 JUL 75

TITLE: PROJECT HEED. FINAL EVALUATION REPORT, 1974-1975.

PERSONAL AUTHOR: EDINGTON, EVERETT D.; PETTIBONE, TIMOTHY J.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *CULTURAL AWARENESS; *EDUCATIONAL ASSESSMENT; EDUCATIONAL PROGRAMS; ELEMENTARY EDUCATION; NATIONAL NORMS; *PROGRAM EVALUATION; *READING ACHIEVEMENT; RESERVATIONS (INDIAN); SPECIAL EDUCATION

IDENTIFIER: ARIZONA; HEED ETHNIC EDUCATIONAL DEPOLARIZATION; *PROJECT HEED

DESCRIPTIVE NOTE: 135P.; FOR RELATED DOCUMENTS, SEE ED 091 126; ED 091 127; AND ED 092 297

PROJECT HEED'S (HEED ETHNIC EDUCATION DEPLORIZATION) MAIN EMPHASIS IN 1974-75 WAS TO DEVELOP READING AND CULTURAL AWARENESS SKILLS FOR KINDERGARTEN THROUGH 4TH GRADES IN THE 7 PROJECT SCHOOLS ON AMERICAN INDIAN RESERVATIONS IN ARIZONA. IN ITS 4TH YEAR OF OPERATION, THE PROJECT (FUNDED UNDER ELEMENTARY AND SECONDARY EDUCATION TITLE III) INVOLVED 725 INDIAN STUDENTS IN GRADES K-3 AT ST. CHARLES MISSION, HOTEVILLA, SELLS, RICE, AND MANY FARMS AND IN K-4 AT SACATON AND PEACH SPRINGS. FOR THE PROJECT'S FOURTH EVALUATION, ALL THE STUDENTS WERE ADMINISTERED THE PRE AND POSTTEST SRA READING ACHIEVEMENT TESTS AND THE DISTAR MASTERY TESTS. A MINIMUM OF 2 VISITS WERE MADE TO ALL SITES, EXCEPT HOTEVILLA, DURING THE YEAR. SOME OF THE PROJECT'S SUCCESSES WERE; (1) SIGNIFICANT GAINS WERE ATTAINED AT ALL SCHOOLS; (2) CHANGES IN AVERAGE GRADE LEVEL EQUIVALENCE RANGED FROM 4 TO 7 MONTHS; AND (3) IN TERMS OF NATIONAL POSTTEST NORMS, ONLY 1 SCHOOL ACHIEVED AS HIGH AS THE NATIONAL MEDIAN SCORE OF THE 50TH PERCENTILE. THIS REPORT COVERS 3 BASIC AREAS OF THE EVALUATION: (1) READING PERFORMANCE BY SRA (WRAT) AND DISTAR READING MASTERY TEST; (2) DEVELOPMENT OF READING OBJECTIVES; AND (3) CULTURAL AWARENESS ACTIVITIES. THE READING SCORES ARE REPORTED BOTH AS GRADE LEVEL CHANGES AND AS PERCENTILE CHANGES. (NQ)

ACCESSION NUMBER: ED108802

PUBLICATION DATE: MAY 75

TITLE: IT WORKS FOR US A RESOURCE LIST OF TEACHING IDEAS AND MATERIALS ON ATHABASCAN CULTURE.

PERSONAL AUTHOR: HINCKLEY, KAY, COMP.; HOLZMUELLER, DIANA, COMP.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL EDUCATION; *CURRICULUM DEVELOPMENT; *ELEMENTARY SECONDARY EDUCATION; LANGUAGE ARTS; RESOURCE MATERIALS; RURAL SCHOOLS; SCIENCE CURRICULUM; SOCIAL STUDIES; *TEACHER DEVELOPED MATERIALS; WORKSHOPS

IDENTIFIER: ALASKA; *ATHABASCANS

DESCRIPTIVE NOTE: 62P.; FOR RELATED DOCUMENTS, SEE ED 108 803-807.

THE ALASKA EDUCATIONAL PROGRAM FOR INTERCULTURAL COMMUNICATION (AEPIC) BROUGHT TOGETHER TEACHERS TO SHARE THEIR PRACTICAL METHODS OF INCORPORATING COMMUNITY-ORIENTED, MULTICULTURAL COMPONENTS INTO THEIR DAILY TEACHING SCHEDULE. DESIGNED AS REGIONAL IN NATURE TO ALLOW FOR A SHARPER FOCUS ON THE AREA'S ATHABASCAN CULTURE, THE WORKSHOP WAS ATTENDED BY 15 TEACHERS FROM INDEPENDENT SCHOOL DISTRICTS, BUREAU OF INDIAN AFFAIRS SCHOOLS, AND ALASKA STATE OPERATED SCHOOLS. THESE TEACHERS REPRESENTED BOTH ELEMENTARY AND SECONDARY LEVELS, VARIOUS DISCIPLINE AREAS (SCIENCE, SOCIAL STUDIES, LANGUAGE ARTS), AND NEW AND SEASONED TEACHERS WHO WERE ACTUALLY DOING MULTICULTURAL AND COMMUNITY-ORIENTED THINGS AS PART OF THEIR REGULAR, EVERYDAY CURRICULUM. THIS REPORT PRESENTS: (1) 12 PAPERS PRESENTED BY THE PARTICIPANTS; (2) IDEAS AND STRATEGIES BROUGHT OUT IN CONVERSATION AND SUMMARIZED FOR EASIER READING; AND (3) A LISTING OF MATERIALS SUCH AS TEACHER AND STUDENT REFERENCES, CANADIAN MATERIALS, FILMS, KITS, NEWSPAPERS, RECORDS, VIDEO TAPES, FUNDING SOURCES, AND CROSS-CULTURAL EDUCATIONAL DEVELOPMENT PROGRAM (X-CED) MATERIALS. AMONG THE PAPERS ARE: "WRITING SOCIAL STUDIES CURRICULA ON NATIVE CULTURES"; "ALASKA NATIVES COURSE OF STUDY"; "COMPARATIVE ATHAPASCAN CULTURE"; "SCIENCE IN RURAL SCHOOLS"; "SUMMER CAMP"; AND "CULTURALLY RELEVANT LEARNING SITUATIONS FOR ATHABASCAN CHILDREN". (NQ)

ACCESSION NUMBER: ED108803

PUBLICATION DATE: MAY 75

TITLE: WRITING SOCIAL STUDIES CURRICULA ON NATIVE CULTURES.

PERSONAL AUTHOR: PARTNOW, PATRICIA H.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY INVOLVEMENT; COURSE CONTENT; *CULTURAL EDUCATION; *CURRICULUM DEVELOPMENT; *ELEMENTARY SCHOOL CURRICULUM; *SOCIAL STUDIES; UNIT PLAN

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 5P.; FOR RELATED DOCUMENTS, SEE ED 108 802-807.

THERE ARE VIRTUALLY NO SOCIAL STUDIES MATERIALS ON ALASKA NATIVE CULTURES AVAILABLE THROUGHOUT THE STATE WHICH ARE PREPARED IN A SUITABLE FORM FOR ELEMENTARY LEVEL STUDENTS. FEDERALLY FUNDED PROGRAMS EMPHASIZING NATIVE CULTURE FALL INTO 2 GENERAL CATEGORIES: (1) ARTS AND CRAFTS PROGRAMS AND (2) HIGH SCHOOL CULTURE-HISTORY COURSES. HOWEVER, A CRITICAL NEED STILL EXISTS IN 3 AREAS: (1) MATERIALS ON CULTURAL CONCEPTS AND HISTORICAL MATERIALS WHICH ARE PREPARED SPECIFICALLY FOR ELEMENTARY GRADES; (2) MATERIALS WHICH CAN BE EASILY DISTRIBUTED TO STUDENTS IN A NUMBER OF SCHOOLS, BOTH URBAN AND RURAL; AND (3) MATERIALS WHICH DO NOT DEPEND ON THE EXPERTISE OF ANY PARTICULAR INDIVIDUAL, SUCH AS A TEACHER OR LOCAL RESOURCE PERSON, BUT WHICH CAN BE USED REGARDLESS OF THE TEACHER'S EDUCATIONAL BACKGROUND. IN RESPONSE TO THESE NEEDS, THE ALASKA NATIVE EDUCATION BOARD BEGAN WORK ON ELEMENTARY LEVEL SOCIAL STUDIES CURRICULA ON THE NATIVE CULTURES OF ALASKA. THE BOARD FOUND 6 FACTORS TO BE EXTREMELY IMPORTANT IN PLANNING THE UNITS: (1) THE STUDENTS; (2) THE TEACHERS; (3) THE SUBJECT MATTER; (4) THE TIME FRAME; (5) THE SCHOOL SETTING; AND (6) THE COMMUNITY. THIS PAPER BRIEFLY DISCUSSES THESE 6 FACTORS. BASED ON THESE FACTORS, A SAMPLE CURRICULUM MODEL IS GIVEN. (NQ)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 108 802.

ACCESSION NUMBER: ED108804

PUBLICATION DATE: MAY 75

TITLE: ALASKA NATIVES COURSE OF STUDY.

PERSONAL AUTHOR: REISLAND, JACK

DESCRIPTOR: *AMERICAN INDIANS; COURSE OBJECTIVES; *CULTURAL EDUCATION; *CURRICULUM DEVELOPMENT; RESOURCE MATERIALS; *SECONDARY EDUCATION; SOCIAL STUDIES

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 8P.; RELATED DOCUMENTS, SEE ED 108 802-807.

FOR A LONG TIME IT WAS FELT THAT THE TANANA NATIVE HIGH SCHOOL STUDENT NEEDED A COURSE OF STUDY IN "CROSS-CULTURAL" EDUCATION EMPHASIZING THE ATHABASCAN CULTURE. THEREFORE, A COURSE OF STUDY WAS DEVELOPED TO AID TEACHERS OF ATHABASCAN HIGH SCHOOL STUDENTS. THE COURSE WAS PRIMARILY TO: (1) DEVELOP AN AWARENESS AND APPRECIATION OF THE STUDENT'S CULTURAL HERITAGE; (2) DEVELOP AN INHERENT SENSE OF PRIDE IN THE NATIVE PUPIL; AND (3) STRENGTHEN THE STUDENT'S IDENTITY WITH THE UNIQUE ASPECTS OF HIS HISTORY AND TRADITIONS WHICH ARE RAPIDLY DISAPPEARING FROM THE RURAL ALASKA SCENE. THIS PAPER PRESENTS THE PROCEDURES USED--WORK STUDY GROUPS, INDEPENDENT STUDY, DISCUSSION GROUPS, TEACHER LECTURE, AUDIO-VISUAL AIDS, PUPIL VISITATIONS, AND GUEST SPEAKERS; GENERAL PURPOSE; DESIRED PUPIL SKILL DEVELOPMENT; COURSE OUTLINE; AND MINI-COURSES ATTACHED TO THE CORE PROGRAM. A PARTIAL LIST OF MATERIALS USED IN ALASKA NATIVES STUDIES IS INCLUDED. (NQ)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 108 802.

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ACCESSION NUMBER: ED108805

PUBLICATION DATE: MAY 75

TITLE: COMPARATIVE ATHAPASCAN CULTURE, GRADES 5-12.

PERSONAL AUTHOR: STRICKS, JIM

DESCRIPTOR: *AMERICAN INDIANS; CLASS ACTIVITIES; *CROSS CULTURAL STUDIES; *CULTURAL EDUCATION; CURRICULUM DEVELOPMENT; EDUCATIONAL ALTERNATIVES; *ELEMENTARY SECONDARY EDUCATION: LEARNING ACTIVITIES; RESOURCE MATERIALS; *SOCIAL STUDIES UNITS; UNIT PLAN

IDENTIFIER: ALASKA; *ATHAPASCANS

DESCRIPTIVE NOTE: 8P.; FOR RELATED DOCUMENTS, SEE ED 108 802-807.

THE SOCIAL STUDIES UNIT PRESENTED IN THIS PAPER IS INTENDED TO CONTINUE FOR ONE SEMESTER. ITS PURPOSE IS TO DEVELOP A GREATER UNDERSTANDING OF THE STUDENT'S: (1) OWN HISTORY AND CULTURAL HERITAGE AND (2) SELF GROWTH. DESIGNED SO THAT THE STUDENTS THEMSELVES ARE THE RESEARCHERS AND EXPLICATORS OF THEIR OWN CULTURES, THE UNIT ALLOWS THE STUDENTS TO AMASS INFORMATION WHICH WILL HELP THEM IN EXPLAINING WHO THEY ARE TO OTHERS. THE MAIN STRATEGY IS TO COMPARE THE STUDENT'S OWN CULTURE WITH THAT OF ANOTHER SIMILAR, YET DISTINCTLY DIFFERENT, GROUP OF PEOPLE--THE NAVAJO OF ARIZONA, WHO ARE ALSO ATHAPASCAN SPEAKERS. ACTIVITIES ARE COORDINATED WITH A SIMILAR CLASS IN NAVAJOLAND TO ALLOW USEFUL COMPARISONS TO BE MADE BETWEEN THE 2 GROUPS. THIS PAPER PRESENTS THE UNIT'S (1) MAIN IDEAS AND RELATED IDEAS; (2) OBJECTIVES; (3) INITIATING AND CULMINATING ACTIVITIES; AND (4) DEVELOPMENTAL ACTIVITIES. SIXTEEN SOURCES DEALING WITH THE ALASKAN ATHAPASCANS ARE CITED. (NQ)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 108 802.

ACCESSION NUMBER: ED108809

PUBLICATION DATE: APR 75

TITLE: CULTURES IN THE NORTH: ALEUT; ATHABASCAN INDIAN; ESKIMO; HAIDA INDIAN; TLINGIT INDIAN; TSIMPSHIAN INDIAN. MULTI-MEDIA RESOURCE LIST.

PERSONAL AUTHOR: ISTO, SARAH A., COMP.

DESCRIPTOR: *AMERICAN INDIANS; ANNOTATED BIBLIOGRAPHIES; BOOKS; *CULTURAL BACKGROUND; *ELEMENTARY SECONDARY EDUCATION; ESKIMOS; FILMS; *INSTRUCTIONAL MATERIALS; MULTICULTURAL TEXTBOOKS; PERIODICALS; *RESOURCE GUIDES; RESOURCE MATERIALS; SLIDES; SOCIOCULTURAL PATTERNS; SOCIOECONOMIC INFLUENCES

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 51P.

THE WIDE VARIETY OF BOOKS AND INFORMATIONAL RESOURCES PRESENTLY AVAILABLE ABOUT THE AMERICAN INDIAN PEOPLE OF ALASKA REFLECT THEIR CULTURAL DIVERSITY. INTENDED TO ASSIST THE TEACHER IN IDENTIFYING, COLLECTING, AND ASSESSING USEFUL MATERIALS ON THE ALASKA NATIVE CULTURES, THIS PUBLICATION CITES APPROXIMATELY 406 BOOKS, PERIODICALS, FILMS, FILMSTRIPS, SLIDES, AND OTHER MISCELLANEOUS MEDIA. THE MATERIALS ARE LISTED ACCORDING TO: (1) ALEUT RESOURCES; (2) ATHABASCAN INDIAN RESOURCES; (3) ESKIMO RESOURCES; (4) HIADA, TLINGIT, AND TSIMPSHIAN INDIAN RESOURCES; (5) MULTICULTURAL RESOURCES; (6) MATERIALS CURRENTLY IN PRODUCTION; AND (7) RESOURCES FOR TEACHERS. AMONG THE TOPICS COVERED ARE EDUCATION, CULTURAL BACKGROUND, HISTORY, ART, FOLKLORE, ACCULTURATION, LITERATURE, AND LANGUAGE. BORROWING AND PURCHASING SOURCES, A SAMPLE ANNOTATION, AND AN EXPLANATION OF THE CRITERIA USED IN SELECTING AND ANNOTATING EACH TYPE OF MEDIA ARE GIVEN. BOOK ANNOTATIONS INCLUDE THE CULTURE, GEOGRAPHIC AREA, AND HISTORICAL SETTING; A BRIEF DESCRIPTION OF THE BOOK'S CONTENTS AND SPECIAL FEATURES SUCH AS MAPS, OUTSTANDING ILLUSTRATIONS OR PHOTOGRAPHS; READING LEVEL (ELEMENTARY, JUNIOR HIGH, HIGH SCHOOL, OR ADULT); AND WEAKNESSES OF THE MATERIALS ACCORDING TO THE SELECTION CRITERIA. UNLESS OTHERWISE STATED, THE PERIODICALS' READING LEVEL IS JUNIOR HIGH AND HIGH SCHOOL. (NQ)

ACCESSION NUMBER: ED108810

PUBLICATION DATE: MAR 75

TITLE: DEFINITIONS OF BILINGUAL EDUCATION IN ALASKA.

PERSONAL AUTHOR: ORVIK, JAMES M.

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; *BILINGUALISM; CONCEPT FORMATION; *DEFINITIONS; LANGUAGE INSTRUCTION; LITERATURE REVIEWS; SOCIOLINGUISTICS; *TYPOLOGY

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 12P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE SOCIETY FOR APPLIED ANTHROPOLOGY (34TH, AMSTERDAM, MARCH 1975)

"BILINGUAL EDUCATION" IS AMONG THE NEW TECHNICAL TERMS WHICH CLAIM TO ADD EFFICIENCY, PRECISION, AND CLARITY TO AN OTHERWISE COMPLEX EXISTENCE. THE PRACTITIONER HAS THE RESPONSIBILITY OF MAKING ITS DEFINITION USEFUL--PRECISE AND COMPREHENSIVE. FOR ALASKA, A USEFUL DEFINITION OF "BILINGUAL EDUCATION" MUST BE FLEXIBLE ENOUGH TO MEET THE SPECIFIC NEEDS OF EACH COMMUNITY. TWO THINGS MUST BE CONSIDERED: (1) THE BILINGUAL SITUATION IN A PARTICULAR COMMUNITY AND (2) THE KIND OF LANGUAGE PROGRAM APPROPRIATE TO THAT SITUATION. THIS PAPER EXPLORES THE USEFULNESS OF VARIOUS DEFINITIONS OF "BILINGUAL EDUCATION", EMPHASIZING THEIR MEANINGFULNESS FOR MULTIPLE AUDIENCES, CONSUMERS AS WELL AS EDUCATIONAL AND POLITICAL PRACTITIONERS IN ALASKA'S MULTILINGUAL ENVIRONMENT. VARIOUS CONDITIONS UNDER WHICH THE TERM "BILINGUAL EDUCATION" IS CURRENTLY BEING USED IN ALASKA ARE DESCRIBED. (NQ)

ACCESSION NUMBER: ED108811

PUBLICATION DATE: FEB 75

TITLE: FOUR YEARS OF BILINGUAL EDUCATION: THE YUPIK LANGUAGE PROGRAM IN SOUTHWESTERN ALASKA.

PERSONAL AUTHOR: ORVIK, JAMES M.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *BILINGUAL EDUCATION; CULTURAL AWARENESS; CURRICULUM; DEFINITIONS; EDUCATIONAL THEORIES; ESKIMOS; LANGUAGE SKILLS; MATERIAL DEVELOPMENT; *PRIMARY EDUCATION; *PROGRAM EVALUATION

IDENTIFIER: *ALASKA; YUPIK LANGUAGE

DESCRIPTIVE NOTE: 113P.

IN FALL 1971, THE U.S. BUREAU OF INDIAN AFFAIRS' (BIA) BETHEL AGENCY IMPLEMENTED AN EXPERIMENTAL YUPIK BILINGUAL PROGRAM INTO THE PRIMARY GRADES OF 3 LOWER KUSKOKWIM VILLAGE DAY SCHOOLS. SIMULTANEOUSLY THE ALASKA STATE-OPERATED SCHOOL SYSTEM (ASOSS) INTRODUCED YUPIK BILINGUAL PROGRAMMING IN A KINDERGARTEN CLASSROOM AT BETHEL ELEMENTARY SCHOOL. BOTH AGENCIES SHARED CERTAIN PROGRAM COMPONENTS (MAINLY IN THE AREAS OF STAFF AND MATERIALS DEVELOPMENT), AND MANY OF THE CONCEPTS GENERATED BY THE BIA WERE SUBSEQUENTLY INCORPORATED BY THE ASOSS BILINGUAL PROGRAM. THIS REPORT PRESENTS THE EVALUATION AND RESEARCH FINDINGS OF THE FIRST 3 YEARS OF BOTH THE BIA AND ASOSS PROGRAMS. IN SOME CASES, DATA ARE GIVEN FOR ONLY ONE OF THE AGENCY PROGRAMS; HOWEVER, WHERE PROGRAM SIMILARITY JUSTIFIES, DATA ARE GENERALIZED TO ESTIMATE CONDITIONS AND OUTCOMES FOR BOTH AGENCIES. DATA RANGE FROM FORMAL LANGUAGE TEST DATA TO IMPRESSIONISTIC DATA WHERE STAFF AND COMMUNITY MEMBERS WERE INFORMALLY INTERVIEWED. AN OVERVIEW OF BILINGUAL EDUCATION IS GIVEN, DEFINING ITS SPECTRUM AND LISTING THE BIA AND ASOSS PROGRAMS AND WHERE ON THE SPECTRUM THEY EXIST. THE MAIN PROGRAM COMPONENTS (INSTRUCTION, STAFF DEVELOPMENT, MATERIALS DEVELOPMENT, AND COMMUNITY INVOLVEMENT) ARE ANALYZED BY ADDRESSING PROMINENT OPERATIONAL AND THEORETICAL QUESTIONS WHICH AROSE DURING THE PROGRAMS' FIRST 3 YEARS. (AUTHOR/NQ)

ACCESSION NUMBER: ED108816

PUBLICATION DATE: JAN 74

TITLE: A WASHINGTON STATE INDIAN PROJECT TO DEVELOP A CULTURALLY-BASED OCCUPATIONAL CAREER AWARENESS CURRICULUM. FINAL REPORT.

PERSONAL AUTHOR: MURPHY, DONALD J.

DESCRIPTOR: *AMERICAN INDIANS; *CAREER AWARENESS; *CULTURAL BACKGROUND; *CURRICULUM DEVELOPMENT; EVALUATION; INSTRUCTIONAL MATERIALS; LEADERSHIP; MODELS; *PRIMARY EDUCATION; RESERVATIONS (INDIAN); TRIBES

IDENTIFIER: *WASHINGTON STATE

DESCRIPTIVE NOTE: 31P.

UTILIZING DATA DERIVED FROM THE CLALLAM, LUMMI, YAKIMA, SPOKANE, AND KALISPEL TRIBES, A CURRICULUM MODEL WAS DEVELOPED TO MEET THE NEEDS OF AMERICAN INDIAN CHILDREN ENROLLED IN WASHINGTON STATE PRIMARY SCHOOLS. PROJECT OBJECTIVES WERE TO: (1) INCREASE ADULT AND PARENTAL INDIAN INVOLVEMENT IN THE EDUCATIONAL PROCESS; AND (2) MOTIVATE INDIAN PUPILS TOWARD OCCUPATIONAL AWARENESS AND VOCATIONAL INCENTIVE VIA USE OF CULTURAL MATERIALS EMPHASIZING NATIVE AMERICAN OCCUPATIONAL HISTORY, PRESENT CAREER OPPORTUNITIES, AND STATE AND FEDERAL INDIAN LEADERSHIP MODELS. DESIGNED TO ENCOMPASS PAST, PRESENT, AND FUTURE INDIAN OCCUPATIONAL ORIENTATIONS, THE MODEL INVOLVED THE FOLLOWING DEVELOPMENT PROCESS: (1) INITIAL CONTACT WITH TRIBE; (2) TRIBAL LIAISON GROUPS APPOINTED; (3) TRIBAL GROUP RECOMMENDED PERSONS FOR EMPLOYMENT AS INTERVIEWERS; (4) TRIBAL INTERVIEWERS TRAINED; (5) DATA COLLECTED AND TRANSCRIBED; (6) STAFF IDENTIFIED CURRICULUM CONTENT; (7) DATA AND CONTENT REVIEWED BY TRIBAL LIAISON/GROUP; (8) CURRICULUM PRODUCTS SCRIPTED; (9) SCRIPTS REVIEWED BY TRIBALLIAISON/GROUP; (10) SCRIPTS AND STORIES AND/OR VISUALS REVIEWED BY TRIBAL GROUPS; (11) CURRICULUM PRODUCTS PRODUCED; (12) PRODUCTS PLACED IN SCHOOLS AND TRIBES FOR EVALUATION; (13) EVALUATIONS REPORTED; (14) REVISIONS MADE; AND (15) PROJECT DISSEMINATED. TEACHERS WHO USED AND EVALUATED THE MATERIALS FOUND THEM TO BE WELL DEVELOPED, STIMULATING, AND GENERALLY VALUABLE. (JC)

ACCESSION NUMBER: ED108821

PUBLICATION DATE: DEC 74

TITLE: A REFERENCE RESOURCE GUIDE OF THE AMERICAN INDIAN.

PERSONAL AUTHOR: GILL, GEORGE A., ED.

DESCRIPTOR: ACTION PROGRAMS (COMMUNITY); *AMERICAN INDIANS; ARTS CENTERS; AUDIOVISUAL AIDS; BUSINESS; COLLEGE PROGRAMS; CONTRACTS; *DIRECTORIES; *EDUCATION; FEDERAL GOVERNMENT; FOUNDATION PROGRAMS; INDUSTRY; LIBRARIES; MAPS; MUSEUMS; ORGANIZATIONS (GROUPS); PERIODICALS; PUBLICATIONS; *REFERENCE MATERIALS; *RESOURCE GUIDES; SCHOOL DISTRICTS; STATE AGENCIES

IDENTIFIER: BIA; BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 192P.

PREPARED FOR THE USE OF THOSE INTERESTED IN AMERICAN INDIAN EDUCATION AND/OR INDIAN AFFAIRS, THIS 1974 ANNOTATED RESOURCE REFERENCE GUIDE CONTAINS OVER 1500 ENTRIES. NAMES, ADDRESSES, AND ANNOTATIONS ACCOMPANY ENTRY CITATIONS WHICH ARE ORGANIZED UNDER THE FOLLOWING 24 SUBJECT HEADINGS: (1) GOVERNMENT AGENCIES; (2) STATE AGENCIES; (3) BUREAU OF INDIAN AFFAIRS (BIA) AND STATE PUBLIC SCHOOL CONTRACTS; (4) BIA CONTRACTS WITH SPECIFIC PUBLIC SCHOOL DISTRICTS; (5) TRIBAL COUNCILS AND INDIAN ORGANIZATIONS; (6) URBAN GROUPS AND CENTERS; (7) INDIAN ACTION GROUPS; (8) GENERAL INDIAN INTEREST GROUPS; (9) RELIGIOUS GROUPS; (10) BUSINESS ORGANIZATIONS; (11) INDUSTRY AND COMMERCE; (12) INDIAN ARTS AND CRAFTS; (13) INDIAN INTEREST--THE ARTS; (14) MONUMENTS AND PARKS; (15) MUSEUMS; (16) LIBRARIES; (17) BOOK AUDIO-VISUAL MATERIALS; (20) RECORDS, CASSETTE TAPES, MAPS AND PICTURES; (21) UNIVERSITY AND AUDIO-VISUAL MATERIALS; (2) RECORDS, CASSETTE TAPES, MAPS AND PICTURES; (21) UNIVERSITY AND COLLEGE INDIAN PROGRAMS; (22) OTHER SCHOOLS; (23) FOUNDATIONS; AND (24) INDIAN SELF-HELP PROGRAMS. (JC)

AVAILABILITY: CENTER FOR INDIAN EDUCATION, COLLEGE OF EDUCATION, ARIZONA STATE UNIVERSITY, TEMPE, ARIZONA 85281 ($4.00)

ACCESSION NUMBER: ED108822

PUBLICATION DATE: 7 FEB 75

TITLE: INDIAN HEALTH CAREER HANDBOOK AND REPORT ON NED HATATHLI SEMINAR FOR SOUTHERN ARIZONA INDIAN STUDENTS (5TH, TUCSON, ARIZONA, FEBRUARY 6-7, 1975).

PERSONAL AUTHOR: TAYLOR, ARNOLD, ED.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; COLLEGE STUDENTS; CULTURAL AWARENESS; *DEFINITIONS; DENTISTS; *HEALTH NEEDS; *HEALTH OCCUPATIONS EDUCATION; HEALTH PERSONNEL; *HIGHER EDUCATION; HIGH SCHOOL STUDENTS; MEDICAL RECORD LIBRARIANS; NURSING; NUTRITION; OCCUPATIONAL THERAPISTS; PHYSICIANS; REHABILITATION; SEMINARS; SPEECHES

DESCRIPTIVE NOTE: 61P.; PREPARED THROUGH COLLABORATIVE EFFORTS OF THE UNIVERSITY OF ARIZONA, UNIVERSITY OF ARIZONA AMERIND CLUB, NAVAJO HEALTH AUTHORITY, AND HOPI HEALTH PROFESSIONS DEVELOPMENT PROGRAM

UTILIZING COMMENTS FROM TEACHERS, PROFESSIONALS, COLLEGE AND HIGH SCHOOL STUDENTS, THIS REPORT IS DERIVED FROM THE 5TH NED HATATHLI SEMINAR, SPONSORED BY THE NAVAJO HEALTH AUTHORITY, AND PRESENTS FACTUAL INFORMATION RELATIVE TO AMERICAN INDIAN PARTICIPATION IN INDIAN HEALTH CAREERS. THE FOLLOWING MAJOR SPEECHES ARE PRESENTED: (1) "THE PRACTICE OF MEDICINE IN THE INDIAN COMMUNITY"; (2) "PAPAGO WELCOME" (EMPHASIS ON CULTURAL RESPONSIVENESS); (3) "AMERICAN INDIAN AND HEALTH" (NUMEROUS PROBLEMS DEFINED); (4) "THE CHALLENGE OF INDIAN HEALTH CAREERS"; (5) "THE NEED FOR AMERICAN INDIANS IN HEALTH CAREER FIELDS". ALSO PRESENTED ARE DEFINITIVE SUMMARIES WHICH DETAIL THE ORIENTATIONAL AND EDUCATIONAL REQUIREMENTS OF THE FOLLOWING HEALTH CAREERS: (1) PHYSICAL THERAPY; (2) SPEECH AND HEARING; (3) OCCUPATIONAL THERAPIST; (4) VOCATIONAL EVALUATION IN REHABILITATION; (5) REHABILITATION COUNSELOR; (6) ALCOHOL STUDIES; (7) ALLIED HEALTH CAREERS; (8) SOCIAL WORK; (9) MEDICAL LIBRARIAN; (10) NUTRITION; (11) GERONTOLOGY; (12) COMMUNITY HEALTH REPRESENTATIVE; (13) STATE COMMITTEES ON HEALTH ISSUES; (14) PHARMACY; (15) NURSING; (16) VETERINARY MEDICINE; AND (17) MEDICINE, OSTEOPATHY, AND DENTISTRY. THE SEMINAR EVALUATION IS APPENDED. (JC)

ACCESSION NUMBER: ED108825

PUBLICATION DATE: MAY 75

TITLE: U. S. AND CANADIAN NATIVE VOLUNTARY ASSOCIATIONS: CONTINUITIES WITHIN THE EVOLUTION OF CULTURE.

PERSONAL AUTHOR: PRICE, JOHN A.

DESCRIPTOR: AMERICAN HISTORY; *AMERICAN INDIANS; *ANTHROPOLOGY; ASSOCIATION (PSYCHOLOGICAL); CHANGE AGENTS; ETHNOLOGY; *EVOLUTION; GLOBAL APPROACH; HISTORICAL REVIEWS; HUMAN DEVELOPMENT; HUMAN RELATIONS; MODERN HISTORY; *SOCIOCULTURAL PATTERNS; TRIBES; URBAN ENVIRONMENT; *VOLUNTARY AGENCIES

IDENTIFIER: CANADA; UNITED STATES; *VOLUNTARY ASSOCIATIONS

DESCRIPTIVE NOTE: 31P.; PAPER PREPARED FOR A SYMPOSIUM ON NATIVE CANADIAN VOLUNTARY ASSOCIATIONS, CANADIAN SOCIOLOGY AND ANTHROPOLOGY ASSOCIATION, EDMONTON, ALBERTA (CANADA)

EVOLUTIONARY PROCESSES ARE DESCRIBED FOR NATIVE (AMERICAN INDIAN) VOLUNTARY ASSOCIATIONS IN THE U.S. AND CANADA IN ABORIGINAL TIMES, IN THE TWENTIETH CENTURY GENERALLY, AND IN CITIES SPECIFICALLY. THESE PROCESSES AT DIFFERENT TIMES AND IN DIFFERENT SOCIAL SETTINGS ARE SHOWN TO BE RELATED TO EACH OTHER THROUGH SPECIFIC HISTORIC CONTINUITIES AND THROUGH THE COMMON NEUROLOGICAL NATURE OF MANKIND. HUMANS SEEM TO BE INNATELY PROGRAMMED TO SPONTANEOUSLY GENERATE SYMBOLS AND MENTAL STRUCTURES THROUGH EMOTION-BEARING COMMUNICATIONS WITHIN SMALL SOCIAL GROUPS. UNDERSTANDING THESE UNIVERSAL AND INNATE HUMAN PROPENSITIES HELPS US TO UNDERSTAND WHY THERE ARE STRONG CONTINUITIES IN SOME DIMENSIONS OF CULTURE AND MASSIVE CHANGES IN OTHER DIMENSIONS WHILE THE CULTURAL SYSTEM AS A WHOLE UNDERGOES CULTURAL EVOLUTION. HUMANS, VIEWED FROM THE POINT OF VIEW OF THE ETHOLOGY OF HUMAN INDIVIDUALS, HAVE KEPT REPRODUCING VERY SIMILAR SOCIAL-IDEOLOGICAL STRUCTURES WHILE THE BROADER CULTURAL SYSTEM HAS EVOLVED TO INCREASINGLY INTEGRATE A GLOBAL SOCIETY. (AUTHOR)

126

ACCESSION NUMBER: ED108836

PUBLICATION DATE: 72

TITLE: INDIANS OF NORTH CAROLINA.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL BACKGROUND; *ECONOMIC PROGRESS; EDUCATION; FEDERAL AID; HEALTH SERVICES; HISTORICAL REVIEWS; HOUSING; INDUSTRY; *MODERN HISTORY; *RESERVATIONS (INDIAN); TOURISM; UNITED STATES HISTORY

IDENTIFIER: BIA; BUREAU OF INDIAN AFFAIRS; *CHEROKEES; NORTH CAROLINA

DESCRIPTIVE NOTE: 25P.; FOR RELATED DOCUMENT, SEE ED 021 677

PUBLISHED BY THE U.S. DEPARTMENT OF THE INTERIOR, THIS BRIEF BOOKLET ON THE HISTORICAL DEVELOPMENT OF THE CHEROKEE NATION EMPHASIZES THE TRIBE'S RELATIONSHIP WITH THE BUREAU OF INDIAN AFFAIRS AND ITS IMPROVED ECONOMY. CITING TOURISM AS THE MAJOR TRIBAL INDUSTRY, TRIBAL ENTERPRISES ARE NAMED AND DESCRIBED (A 61 UNIT MOTOR COURT IN EXISTENCE SINCE 1946, FISHING WATERS, A CAMPGROUND OF SOME 75 UNITS, AND PICNIC FACILITIES). DESIGNATED THE SECOND LARGEST SOURCE OF INCOME, RESERVATION FACTORIES ARE ALSO DESCRIBED IN SOME DETAIL (THE MANUFACTURING OF MOCCASINS, AMERICAN INDIAN SOUVENIRS, QUILTS, AND HAIR ACCESSORIES). REDUCTION OF THE NUMBER OF INDIVIDUALS LIVING IN SUBSTANDARD HOUSING (LESS THAN 60 PERCENT AS OF 1972), IS PRESENTED AS EVIDENCE OF IMPROVED HOUSING EFFORTS ON THE RESERVATION, WHILE A 26-BED HOSPITAL AND ALMOST TOTAL SANITATION SERVICES (90 PERCENT) SERVE AS EVIDENCE OF IMPROVED HEALTH SERVICES. A RESERVATION MAP AND NUMEROUS PICTURES SUPPLEMENT THIS DESCRIPTIVE REPORT ON THE 56,000 ACRE CHEROKEE RESERVATION AND ITS CONTRIBUTIONS TO THE U.S. TODAY. (JC)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO. 2402-0028; $0.35)

ACCESSION NUMBER: ED108843

PUBLICATION DATE: AUG 74

TITLE: NATIVE INDIAN STUDIES AND CURRICULUM DEVELOPMENT PROGRAMMES: A DESCRIPTIVE MAILING LIST.

PERSONAL AUTHOR: MITCHELL, MARJORIE, COMP.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; BOOKLISTS; *CULTURAL AWARENESS; *CURRICULUM DEVELOPMENT; *DIRECTORIES; ELEMENTARY SECONDARY EDUCATION; HIGHER EDUCATION; *INSTRUCTIONAL MATERIALS; PROJECTS; TRIBES

IDENTIFIER: ALASKA; CANADA; UNITED STATES

DESCRIPTIVE NOTE: 26P.

THE OUTGROWTH OF CORRESPONDENCE WITH NATIVE INDIAN EDUCATION PROGRAMS AND CURRICULUM PROJECTS ALL OVER NORTH AMERICA, THIS DIRECTORY PRESENTS MAILING ADDRESSES AND BRIEF DESCRIPTIONS OF MATERIAL NEEDS FOR SOME 96 ENTRIES. ORGANIZED VIA CANADIAN PROVINCES AND U.S. STATES, ENTRIES ARE DIVIDED INTO 4 CATEGORIES AS FOLLOWS: (1) CANADIAN NATIVE INDIAN STUDIES (FOR ELEMENTARY, SECONDARY, AND HIGHER EDUCATION); (2) CANADIAN CURRICULUM DEVELOPMENT PROJECTS (PRIMARILY ELEMENTARY/SECONDARY MULTI-MEDIA MATERIALS); (3) AMERICAN NATIVE INDIAN STUDIES PROGRAMS (HIGHER EDUCATION, INDIAN STUDENT PREPARED MATERIALS AT THE ELEMENTARY/SECONDARY LEVELS, AND INDIAN TEACHER EDUCATION); (4) AMERICAN CURRICULUM DEVELOPMENT PROJECTS (PRINCIPALLY ELEMENTARY/SECONDARY LEVELS). ALSO PRESENTED IS A BOOK LIST RELATIVE TO THE AMERICAN INDIAN (6 BOOKS IN THE PROCESS OF BEING PUBLISHED AND 3 BOOKS ALREADY PUBLISHED). SOME 14 CULTURAL PROJECTS ARE ALSO PRESENTED. EACH OF THESE ENTRIES INCLUDES TRIBAL AFFILIATION AND THE NAMES AND ADDRESSES OF PROJECT DIRECTORS, HISTORIANS, AND TECHNICAL ASSISTANTS. (JC)

AVAILABILITY: INTERCULTURAL CURRICULUM PROJECT, STUDIES OF INTERCULTURAL EDUCATION, UNIVERSITY OF VICTORIA, VICTORIA, BRITISH COLUMBIA, CANADA V8W 2Y2 ($1.00)

128

ACCESSION NUMBER: ED109445

PUBLICATION DATE: MAR 75

TITLE: INDIAN EDUCATION: APPLICATIONS AND LIMITATIONS OF THE MOUNTAIN-PLAINS FAMILY CAREER EDUCATION MODEL: A TASK FORCE REPORT. GENERAL REPORT NO. 3.

PERSONAL AUTHOR: JORE, CARLOTTA P.; AND OTHERS

DESCRIPTOR: ADJUSTMENT PROBLEMS; ALCOHOLISM; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *CAREER EDUCATION; CULTURAL DISADVANTAGEMENT; CULTURAL ENVIRONMENT; CULTURAL ISOLATION; DISADVANTAGED GROUPS; *DROPOUT PROBLEMS; DROPOUT RESEARCH; EDUCATIONAL PROGRAMS; EMOTIONAL PROBLEMS; *FAILURE FACTORS; *FAMILY LIFE EDUCATION; PROGRAM IMPROVEMENT; SELF CONCEPT; SOCIAL PROBLEMS; SOCIOCULTURAL PATTERNS

IDENTIFIER: *MOUNTAIN PLAINS PROGRAM

DESCRIPTIVE NOTE: 50P.

THE MOUNTAIN-PLAINS TASK FORCE ON INDIAN FAMILIES WAS ESTABLISHED DUE TO THE LOW SUCCESS RATE OF INDIAN ENROLLEES IN COMPLETING THE MOUNTAIN-PLAINS PROGRAM, A MODEL EDUCATIONAL PROGRAM FOR THE RURAL DISADVANTAGED POPULATION. AS A CONSEQUENCE, THE TASK FORCE WAS PROPOSED TO IDENTIFY PROGRAM FAILURE FACTORS AND TO SUGGEST WAYS OF RETAINING INDIAN FAMILIES THROUGH TO SUCCESSFUL COMPLETION IN THE PROGRAM. THE MAJOR PROBLEMS CONTRIBUTING TO PREMATURE DEPARTURES WERE IDENTIFIED AS: ALCOHOL; MARITAL CONFLICT; RESERVATION LIFE AND MAJORITY INSTITUTIONAL STRUCTURES; ISOLATION, WORRY, RIGIDITY, SELF-REJECTION, AND INTERPERSONAL ISOLATION; EXTENDED FAMILY INFLUENCES; INPUT MOTIVATION AND EXPECTATIONS; AND CONFLICT AND AGGRESSION. THE PROBLEMS ARE EXPLORED IN DEPTH EMPHASIZING THE PSYCHOLOGICAL, SOCIOLOGICAL, AND CULTURAL ASPECTS FORMING THE MAJOR UNDERLYING CAUSES. SOME MAJOR CONCLUSIONS WERE THAT (1) CULTURAL DISSONANCE RESULTED IN A DIFFICULT ADJUSTMENT TO THE MAJORITY CULTURE'S WORLD, (2) THE MOUNTAIN-PLAINS PROGRAM CAN ONLY BE A VALUABLE EXPERIENCE FOR A NARROW SPECTRUM OF THE INDIAN POPULATION, (3) MALE HEADS OF HOUSEHOLDS ARE SUCCESSFUL IN MASTERING THE VOCATIONAL AND EDUCATIONAL REQUIREMENTS, AND (4) THE PROGRAM IS MOST SUCCESSFUL WITH INDIAN FAMILIES WHO ARE PARTIALLY IMMUNE TO CULTURE SHOCK. AN INDEPTH FOLLOWUP ANALYSIS SUBSTANTIATED THE TASK FORCE FINDINGS. A SIX-ITEM BIBLIOGRAPHY IS APPENDED. (BP)

ACCESSION NUMBER: ED109613

PUBLICATION DATE: 74

TITLE: THE EFFECT OF THE DISTAR READING PROGRAM ON SELECTED DISADVANTAGED CHILDREN IN SOUTH DAKOTA.

PERSONAL AUTHOR: WESTCOTT, JANE REYNOLDS

DESCRIPTOR: *AMERICAN INDIANS; *DISADVANTAGED YOUTH; DOCTORAL THESES; EDUCATIONAL RESEARCH; ELEMENTARY EDUCATION; GRADE 5; READING ACHIEVEMENT; READING COMPREHENSION; READING PROGRAMS; *READING RESEARCH; *REMEDIAL READING PROGRAMS; SELF CONCEPT; VOCABULARY

IDENTIFIER: *DISTAR READING PROGRAM

DESCRIPTIVE NOTE: 138P.; ED.D. DISSERTATION, UNIVERSITY OF SOUTH DAKOTA

THE PURPOSE OF THIS STUDY WAS TO DETERMINE THE EFFECT OF THE DISTAR READING PROGRAM ON THE READING ACHIEVEMENT OF FIFTH-GRADE STUDENTS IN THREE SCHOOLS ON THE ROSEBUD RESERVATION IN SOUTH DAKOTA. DISTAR PROGRAMS WERE DEVELOPED TO HELP OVERCOME SOME OF THE PROBLEMS OF DISADVANTAGED CHILDREN. THE PROGRAM IS A HIGHLY STRUCTURED ONE, DESIGNED TO COMPENSATE FOR THE LANGUAGE AND READING PROBLEMS OF THESE CHILDREN. SEVERAL TESTS WERE USED TO DETERMINE THE EFFECTIVENESS OF THE DISTAR READING PROGRAM, INCLUDING A DIAGNOSTIC READING TEST, A READING COMPREHENSION TEST, AND A SELF-CONCEPT TEST. THE RESULTS SHOWED THAT PUPILS IN A LARGER MIXED-POPULATION CENTER EXHIBITED GREATER READING COMPREHENSION AND A LARGER VOCABULARY THAN PUPILS IN MORE REMOTE INDIAN COMMUNITIES, WHETHER THEY LEARNED TO READ IN THE DISTAR PROGRAM OR NOT; DISTAR PUPILS IN A LARGER COMMUNITY ALSO SHOWED A GREATER FACILITY IN SYLLABICATION THAN THE DISTAR PUPILS IN THE SMALLER INDIAN COMMUNITIES; DISTAR PUPILS SHOWED LESS READING COMPREHENSION, A SMALLER VOCABULARY, AND POORER SOUND DISCRIMINATION THAN NON-DISTAR PUPILS; AND THERE WAS A POSITIVE CORRELATION BETWEEN READING ACHIEVEMENT AND SELF-CONCEPT FOR ALL PUPILS IN ALL SCHOOLS. (AUTHOR/TS)

AVAILABILITY: UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 75-5298, MFILM $5.00, XEROGRAPHY $11.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED109898

PUBLICATION DATE: 75

TITLE: CHARLIE'S LOST.

PERSONAL AUTHOR: PULU, TUPOU L.; POPE, MARY L.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIAN LANGUAGES; ATHAPASCAN LANGUAGES; *BILINGUAL EDUCATION; CHILDRENS LITERATURE; ELEMENTARY EDUCATION; ESKIMO ALEUT LANGUAGES; ESKIMOS; *INSTRUCTIONAL MATERIALS; LANGUAGE INSTRUCTION; READING INSTRUCTION; *READING MATERIALS; SHORT STORIES

IDENTIFIER: INUPIAT

DESCRIPTIVE NOTE: 137P.

THIS ILLUSTRATED, PRIMARY-LEVEL READER IS ONE IN A SERIES DESIGNED FOR USE IN THE ALASKA STATE-OPERATED SCHOOLS' BILINGUAL EDUCATION PROGRAM. THE TEXT IS PROVIDED IN ENGLISH, UPPER KUSKOKWIM ATHABASCAN, AND THE KIVALINA DIALECT OF INUPIAT. THESE TEXTS ARE USED TO SUPPLEMENT THE BEGINNING READING PROGRAMS IN THE NATIVE LANGUAGES OF ALASKA, AND FOR BICULTURAL PROGRAMS IN INDIAN EDUCATION. THE TEXTS ARE ILLUSTRATED WITH BLACK-AND-WHITE DRAWINGS. (AM)

ACCESSION NUMBER: ED110207

PUBLICATION DATE: 74

TITLE: A SOCIAL HISTORY OF THE MANITOBA METIS. THE DEVELOPMENT AND LOSS OF ABORIGINAL RIGHTS.

PERSONAL AUTHOR: PELLETIER, EMILE

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL ENVIRONMENT; CULTURE CONFLICT; ECONOMICS; LAND SETTLEMENT; LIFE STYLE; *RURAL POPULATION; *SOCIAL HISTORY; *SOCIOECONOMIC INFLUENCES

IDENTIFIER: MANITOBA; *METIS

DESCRIPTIVE NOTE: 150P.

THE CONCEPT OF ABORIGINAL RIGHTS HAS BEEN INTERPRETED IN VARIOUS WAYS. TOO OFTEN THE GENERAL PUBLIC DOES NOT UNDERSTAND FULLY WHAT IS MEANT BY ABORIGINAL RIGHTS. THIS TOPIC HAS BEEN DEBATED IN PARLIAMENT SINCE CONFEDERATION AND THE GENERAL ATTITUDE OF THE NEWS MEDIA HAS BEEN TO OVERLOOK IT AS UNIMPORTANT. BY DEFINITION, AN ABORIGINAL RIGHT IS WHAT BELONGS TO A PEOPLE FROM THE MOST PRIMINITIVE TIME KNOWN OR BEFORE COLONISTS ARRIVED. THIS RIGHT APPLIES TO THE INHABITANTS OR ANIMALS OR PLANTS OR ALL OTHER PRODUCTS, INCLUDING MINERALS, CONTAINED THEREIN. IN 1901 THE GOVERNMENT CAUCUS PASSED AN ORDER IN COUNCIL RECOGNIZING ABORIGINAL RIGHTS OF THE METIS. THE PURPOSE OF THIS IS TO SHOW HOW THE METIS ARE ENTITLED TO THOSE RIGHTS AS PEOPLE OF NATIVE ANCESTRY, HAVING PARTICIPATED IN THE NATIVE CULTURE BY INTEGRATION INTO INDIAN TRIBES OF THE NORTHWEST OF AMERICA. THE ABORIGINAL RIGHTS OF THE METIS ARE EXPLAINED IN REGARD TO HUNTING, TRAPPING, FISHING, COLLECTING WILD RICE, SENECA ROOT, MAPLE SUGAR, LIME AND LIMESTONE, AND SALT. (AUTHOR/NQ)

AVAILABILITY: MANITOBA METIS FEDERATION PRESS, 301-374 DONALD STREET, WINNIPEG, MANITOBA R3B 2J2 ($4.00)

DOCUMENT NOT AVAILABLE FROM EDRS.

132

ACCESSION NUMBER: ED110208

PUBLICATION DATE: 75

TITLE: THE METIS: CANADA'S FORGOTTEN PEOPLE.

PERSONAL AUTHOR: SEALEY, D. BRUCE; LUSSIER, ANTOINE S.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL BACKGROUND; CULTURE CONFLICT; ETHNIC ORIGINS; *HISTORY; LIFE STYLE; POLITICS; REVOLUTION; *SOCIOCULTURAL PATTERNS; *SOCIOECONOMIC BACKGROUND

IDENTIFIER: CANADA; *METIS

DESCRIPTIVE NOTE: 200P.

THE METIS APPEARED EARLY ON THE PAGES OF CANADA'S HISTORY, WERE A MAJOR DETERMINANT IN THE WESTWARD EXPANSION OF THE NATION, AND ARE STILL A SIGNIFICANT SEGMENT OF MODERN CANADIAN SOCIETY. THIS BOOK (1) TRACES THEIR ORIGIN AND THEIR SLOW EVOLUTION TO NATIONHOOD; (2) EXAMINES THE GOLDEN AGE; (3) DESCRIBES THE BATTLES WON AND LOST WITH THE NATION OF CANADA; (4) FOLLOWS THEIR EXODUS AND DISPERSION; (5) TAKES THE READER INTO THAT BLACK PERIOD OF CANADIAN HISTORY WHEN THE METIS WERE PERSECUTED AND BLATANTLY DISCRIMINATED AGAINST; (6) SETS THE STAGE FOR THEIR RESURGENCE AS A PEOPLE; AND (7) DESCRIBES SOME OF THE PROBLEMS THEY STILL FACE. EMPHASIS IS UPON THE TOTAL LIFESTYLE OF A PEOPLE THAT MOST CANADIANS BELIEVE DISAPPEARED WHEN LOUIS RIEL WAS HANGED IN 1885. WRITTEN WITH HUMOR, COMPASSION AND INSIGHT, THE BOOK CREATES AN AWARENESS OF THE LONG HISTORY OF THE METIS AND HOW IT RELATES TO THE PLIGHT IN WHICH SO MANY FIND THEMSELVES TODAY. THE LAST CHAPTERS GIVE A COMPREHENSIVE PICTURE OF THE MODERN METIS, THEIR SOCIAL AND ECONOMIC PROBLEMS AND THE ATTEMPTS BEING MADE TO SOLVE THEM. (AUTHOR)

AVAILABILITY: MANITOBA METIS FEDERATION PRESS, 301-374 DONALD STREET, WINNIPEG, MANITOBA R3B 2J2 ($6.00)

DOCUMENT NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED110209

PUBLICATION DATE: 74

TITLE: SIX METIS COMMUNITIES.

PERSONAL AUTHOR: SEALEY, MARGARET, ED.; SEALEY, BRUCE D., ED.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY CHARACTERISTICS; *COMMUNITY STUDY; *CULTURAL BACKGROUND; DEMOGRAPHY; ECONOMIC FACTORS; EDUCATION; *LOCAL HISTORY; SOCIAL SERVICES; SOCIOECONOMIC BACKGROUND

IDENTIFIER: CANADA; *METIS

DESCRIPTIVE NOTE: 91P.

DURING THE SUMMER OF 1973, OPPORTUNITIES FOR YOUTH FUNDED 6 UNIVERSITY STUDENTS TO CONDUCT A STUDY OF 6 METIS COMMUNITIES. WITH THE COOPERATION OF THE MANITOBA METIS FEDERATION, WHO ASSIGNED ITS DIRECTOR OF COMMUNITIES TO ASSIST THE STUDENTS, AND THE FEDERATION'S SOUTH EAST REGIONAL OFFICE WHICH SUPPLIED OFFICE SPACE, THE STUDENTS BEGAN THE STUDY. THIS BOOK PRESENTS THE RESULTS OF THE SUMMER PROGRAM. THE 6 METIS COMMUNITIES STUDIES ARE: MATHESON ISLAND; ST. LAURENT; TRAVERSE BAY; BERENS RIVER; CAMPERVILLE; AND ST. LAZARE. THE COMMUNITIES ARE BRIEFLY DESCRIBED AS TO THEIR BEGINNINGS, HISTORY, PRESENT SITUATION, SOCIAL SERVICES, EDUCATIONAL FACILITIES, ECONOMY, AND PRESENT PROBLEMS. (NQ)

AVAILABILITY: MANITOBA METIS FEDERATION PRESS, 301-374 DONALD STREET, WINNIPEG, MANITOBA R3B 2J2 ($2.40)

DOCUMENT NOT AVAILABLE FROM EDRS

134

ACCESSION NUMBER: ED110233

PUBLICATION DATE: AUG 70

TITLE: MIGRATION, ADJUSTMENT, AND INTEGRATION OF THE INDIAN INTO THE URBAN ENVIRONMENT.

PERSONAL AUTHOR: MCCASKILL, DONALD N.

DESCRIPTOR: ACCULTURATION; *ADJUSTMENT PROBLEMS; *AMERICAN INDIANS; COMMUNITY COORDINATION; DEMOGRAPHY; HISTORICAL REVIEWS; LITERATURE REVIEWS; MASTERS THESES; *MIGRATION; MOTIVATION; RESIDENTIAL PATTERNS; *SOCIAL INTEGRATION; SOCIOECONOMIC BACKGROUND; TABLES (DATA); *URBAN IMMIGRATION

IDENTIFIER: CANADIAN INDIANS; METIS

DESCRIPTIVE NOTE: 277P.; MASTER OF ARTS THESIS, CARLETON UNIVERSITY, OTTAWA, ONTARIO

THE MIGRATION, ADJUSTMENT, AND INTEGRATION PATTERNS OF CANADIAN INDIAN AND METIS FAMILIES IN AN URBAN SETTING WERE STUDIED. DATA WERE COLLECTED IN 1968 VIA A 64-ITEM INTERVIEW SCHEDULE ADMINISTERED TO A SAMPLE OF 71 FAMILIES MOVING INTO THE CITY OF WINNEPEG, CANADA. ADDRESSING THE PROBLEMS OF MIGRATION, ADJUSTMENT, AND INTEGRATION, ANALYSIS INVOLVED EXAMINATION OF: (1) PERTINENT LITERATURE; (2) SITUATIONAL FACTORS IN THE COMMUNITY OF ORIGIN (THE RESERVE AND METIS COMMUNITY); (3) SOCIOECONOMIC CHARACTERISTICS OF THE SAMPLE; (4) MOTIVATIONAL DETERMINANTS OF THE MIGRATION PROCESS; (5) SITUATIONAL FACTORS IN COMMUNITY OF DESTINATION (HYPOTHESES RELATIVE TO THE ROLE OF PREVIOUSLY EXISTING PRIMARY GROUP CONTACTS AND THE ROLE OF ORGANIZATIONAL ASSISTANCE IN THE CITY); (6) SETTLEMENT PATTERNS IN THE CITY ('STABLE' AND 'UNSTABLE' LOWER CLASS AREAS); (7) COMMUNITY ORIENTATION AS A POSSIBLE SCALE OF URBAN ADJUSTMENT; (8) ROLE OF THE RESERVE AND METIS COMMUNITY IN THE PROCESS OF URBAN ADJUSTMENT (ECONOMIC AND ACCULTURATION SCALING OF SAMPLE RESERVES AND METIS COMMUNITIES, HYPOTHESES ON COMMUNITY OF ORIGIN AND URBAN ADJUSTMENT, AND RETURNING "HOME" AS A FACTOR IN URBAN ADJUSTMENT); (9) POSSIBLE PATHS TO URBAN INTEGRATION (FORMATION OF AN ETHNIC GROUP IDENTITY AND COMMUNITY ORGANIZATION). (AUTHOR/JC)

AVAILABILITY: INTER-LIBRARY LOAN, CARLETON UNIVERSITY, OTTAWA, ONTARIO

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED110243

PUBLICATION DATE: 23 NOV 74

TITLE: BOUNDARY MAINTENANCE IN THE URBAN ENVIRONMENT: THE PAPAGO CASE.

PERSONAL AUTHOR: UHLMANN, JULIE M.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL PLURALISM; DRINKING; ECONOMICALLY DISADVANTAGED; EMPLOYMENT; HEALTH; HISTORICAL REVIEWS; HOUSING; *INSTITUTIONAL ROLE; RACIAL SEGREGATION; RECREATIONAL ACTIVITIES; *SOCIAL STRUCTURE; THEORIES; *URBAN ENVIRONMENT

IDENTIFIER: *PAPAGOS; TUCSON

DESCRIPTIVE NOTE: 14P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION (73RD, MEXICO CITY, NOVEMBER 23, 1974)

IN AN EFFORT TO PROMOTE AN EVOLUTIONARY VIEW OF CULTURE, THE TUCSON PAPAGO SOCIETY WAS EXAMINED IN TERMS OF FREDRICK BARTH'S THEORY THAT: (1) AN ETHNIC GROUP MAY BE INVOLVED IN COMPLEX INSTITUTIONAL SHARING AND STILL MAINTAIN ITS IDENTITY; (2) THERE IS A STRUCTURING OF INTERACTION IN INSTITUTIONAL SHARING SUCH THAT EACH GROUP IS DEFINED BY THE SHARING; AND (3) A COMMON CULTURE IS A RESULT OF STRUCTURED INSTITUTIONAL SHARING. PAPAGO PATTERNS OF INSTITUTIONAL SHARING WITH THE DOMINANT SOCIETY WERE TRACED FROM 1687 TO THE PRESENT, AND CURRENT EXAMPLES OF "ADAPTATIONS" OF INSTITUTIONAL SHARING WERE IDENTIFIED. SPECIFIC AREAS EXAMINED WERE: (1) THE COMMUNITY ECONOMIC OPPORTUNITY AND THE TUCSON INDIAN CENTER (EXAMPLES OF REINFORCED SOCIAL HIERARCHY); (2) THE EMPLOYMENT HIERARCHY (INSTITUTIONALIZED POVERTY); (3) HOUSING (SYSTEMATIC CONSTRAINTS ACTING TO KEEP THE PAPAGO IN THE LOW RENT AREA OF SOUTH TUCSON); (4) THE PUBLIC HEALTH SERVICE (A FACILITY SERVING THE PAPAGO PRECISELY BECAUSE THEY ARE PAPAGO AND, THEREFORE, ELIGIBLE); (5) ENTERTAINMENT (IN THE FORM OF DRINKING IN BARS OWNED BY ANGLOS). EVIDENCE INDICATED THAT AN ETHNIC GROUP MAY BE INVOLVED IN COMPLEX INSTITUTIONAL SHARING WITH A DOMINANT GROUP AND STILL MAINTAIN ITS IDENTITY AND THAT THIS SOCIO-CULTURAL GROUP CAN BE DEFINED TO A LARGE EXTENT BY ITS PARTICIPATION IN MAINSTREAM INSTITUTIONS. (JC)

ACCESSION NUMBER: ED110251

PUBLICATION DATE: AUG 75

TITLE: GUIDELINES FOR TEACHING CONCEPTS OF FAIRNESS, JUSTICE AND DEMOCRACY IN BIA AND TRIBAL-CONTRACT SCHOOLS. A CURRICULUM BULLETIN.

DESCRIPTOR: *AMERICAN GOVERNMENT (COURSE); *AMERICAN INDIANS; CASE STUDIES; CIVICS; *CONCEPT TEACHING; COURT LITIGATION; CURRICULUM DEVELOPMENT; DUE PROCESS; *ELEMENTARY SECONDARY EDUCATION; *GUIDELINES; POST SECONDARY EDUCATION; STUDENT RESPONSIBILITY; STUDENT RIGHTS

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 30P.

PURPOSE OF THIS BULLETIN IS TO INFORM TEACHERS AND OTHER SCHOOL STAFF ABOUT NEW REQUIREMENTS, EFFECTIVE IN 1974-75, FOR ALL BUREAU OF INDIAN AFFAIRS (BIA) AND TRIBAL-CONTRACT SCHOOLS TO DEVELOP CURRICULUM UNITS RELATING TO CITIZENSHIP TRAINING AND/OR STUDENT RIGHTS AND RESPONSIBILITIES IN ALL GRADES K THROUGH POST-SECONDARY. INTENDED PRIMARILY FOR USE BY CLASSROOM TEACHERS, THESE CURRICULUM REQUIREMENTS ARE CLOSELY RELATED TO NEW ADMINISTRATIVE POLICIES TO ASSURE: (1) DUE PROCESS FOR ALL STUDENTS ACCUSED OF SERIOUS INFRACTIONS AND (2) STUDENT PARTICIPATION IN RULE-MAKING RELATING TO STUDENT RIGHTS AND RESPONSIBILITIES. TO PROVIDE PERSPECTIVE, THE HISTORICAL BACKGROUND OF THE NEW BIA POLICIES IS SUMMARIZED. THIS BACKGROUND IS SHOWN TO BE RELATED TO THE CURRENT NATIONWIDE MOVEMENT TO IMPROVE THE TEACHING OF U.S. GOVERNMENT AND THE UNDERLYING CONCEPTS OF FAIRNESS, JUSTICE, AND DEMOCRACY. TWO CASE STUDIES ARE GIVEN TO OFFER ADDITIONAL SUGGESTIONS, WORKED OUT AS SPECIFIC EXAMPLES. (AUTHOR/NQ)

ACCESSION NUMBER: ED110258

PUBLICATION DATE: JUL 74

TITLE: HUMAN RELATIONS APPROACH TO ALASKAN ETHNIC STUDIES.

PERSONAL AUTHOR: GAFFNEY, ANN; BENSLER, CONNIE

DESCRIPTOR: AFFECTIVE OBJECTIVES; *AMERICAN INDIANS; BEHAVIORAL OBJECTIVES; CONCEPT FORMATION; CULTURAL AWARENESS; *ELEMENTARY SECONDARY EDUCATION; *ESKIMOS; *ETHNIC STUDIES; GEOGRAPHY; GUIDES; HUMAN RELATIONS; LEARNING ACTIVITIES; *LESSON PLANS; TEACHING TECHNIQUES

IDENTIFIER: *ALASKA NATIVES

DESCRIPTIVE NOTE: 163P.

DEVELOPED IN RESPONSE TO THE NEED FOR WAYS TO HELP BUILD BETTER UNDERSTANDING AND APPRECIATION OF PEOPLE OF ALL ETHNIC GROUPS, THIS GUIDEBOOK PRESENTS AUTHOR-TESTED LESSONS, ACTIVITIES, AND TEACHING IDEAS SUITABLE FOR USE IN ELEMENTARY/SECONDARY CLASSES IN WHICH ALL OR PART OF THE STUDENTS ARE ALASKA NATIVES OR IN CLASSES WHERE NONE OF THE STUDENTS ARE ALASKA NATIVES. SOME LESSONS EMPHASIZE THE CULTURE SIMILARITIES, WHILE OTHERS POINT UP ENRICHMENT CONTRIBUTIONS OF CULTURE DIFFERENCES. ALL LESSONS EMPHASIZE BETTER UNDERSTANDING VIA HUMAN RELATIONS CONCEPTS. WHILE THE LESSONS ARE INTERRELATED, THEY ARE, FOR PURPOSES OF THIS GUIDE, GROUPED AS FOLLOWS: (1) BREAKING THE ICE (BROKEN SQUARES, PEOPLE HUNT, ONE-WAY--TWO-WAY COMMUNICATION, CLASSROOM GEOGRAPHY); (2) DEVELOPING A POSITIVE SELF-CONCEPT (3 LESSONS); (3) INVESTIGATING THE CONCEPT OF GROUP (6 LESSONS); (4) FAMILY AND MARRIAGE (3 LESSONS); (5) ART, ARTIFACTS, AND ACTIVITIES (5 LESSONS); (6) DRAMA, MUSIC, POETRY, AND PROSE (4 LESSONS); (7) LEARNING GAMES (6 LESSONS); (8) GEOGRAPHY (4 LESSONS). EACH LESSON PROVIDES THE FOLLOWING DESIGNATIONS: TITLE, LENGTH OF ACTIVITY; HUMAN RELATIONS CONCEPT TO BE TAUGHT, ATTITUDINAL AND BEHAVIORAL OBJECTIVES, TEACHING TECHNIQUES AND LEARNING ACTIVITIES, AND RELATED ACTIVITIES. APPENDIXES PROVIDE AUDIOVISUAL LISTINGS AND COMMUNITY RESOURCE SUGGESTIONS. (JC)

AVAILABILITY: ANCHORAGE BOROUGH SCHOOL DISTRICT, 670 FIREWEED LAND, ANCHORAGE, ALASKA 99504 ($2.00)

138

ACCESSION NUMBER: ED110263

PUBLICATION DATE: JUL 75

TITLE: NATIVE AMERICAN EDUCATION. A STATEMENT OF POLICY AND PROPOSED ACTION BY THE REGENTS OF THE UNIVERSITY OF THE STATE OF NEW YORK. POSITION PAPER NO. 22.

DESCRIPTOR: ADVISORY COMMITTEES; *AMERICAN INDIANS; BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; COUNSELING SERVICES; *CULTURAL AWARENESS; CURRICULUM DEVELOPMENT; *EDUCATIONAL POLICY; *ELEMENTARY SECONDARY EDUCATION; GRANTS; *HIGHER EDUCATION; TEACHER EDUCATION

IDENTIFIER: *NEW YORK

DESCRIPTIVE NOTE: 9P.

IN RECOGNITION OF THE UNIQUENESS OF THE NATIVE AMERICAN CULTURES, UNIVERSITY OF THE STATE OF NEW YORK REGENTS HAVE PREPARED AN EDUCATIONAL POLICY STATEMENT ENCOMPASSING PROPOSED ACTION AND PROVIDING FOR NATIVE AMERICAN CULTURAL TRANSITION AND ADAPTATION WITHOUT LOSS OF CULTURAL IDENTITY. THE REGENTS RECOMMEND THAT: (1) A STATEWIDE NATIVE AMERICAN EDUCATION ADVISORY COMMITTEE BE ESTABLISHED TO INCLUDE REPRESENTATIVES FROM EACH TRIBE AND THE OFF-RESERVATION URBAN POPULATION; (2) NATIVE AMERICAN ADVISORY BOARDS BE ESTABLISHED FOR EACH TRIBAL GROUP; (3) SCHOOL BOARDS BE URGED TO DEVELOP EMPLOYMENT POLICIES ENABLING MORE NATIVE AMERICANS TO BE EMPLOYED AS CERTIFIED INSTRUCTIONAL AND NONINSTRUCTIONAL PERSONNEL; (4) TEACHER TRAINING INSTITUTIONS DEVELOP COURSES RELATIVE TO NATIVE AMERICAN CULTURAL HERITAGE; (5) ELEMENTARY/SECONDARY CURRICULUMS INCORPORATE SPECIAL BILINGUAL/BICULTURAL INSTRUCTIONAL PROGRAMS AND MATERIALS; (6) THE EDUCATION DEPARTMENT PROMOTE AND ASSIST TRIBAL COMMUNITIES IN THE DEVELOPMENT OF CONTINUING EDUCATION PROGRAMS; (7) POSTSECONDARY GRANT-IN-AID PROGRAMS EXTEND OPPORTUNITIES TO NATIVE AMERICANS ON AND OFF RESERVATIONS; (8) POSTSECONDARY GUIDANCE COUNSELING SERVICES BE PROVIDED; (9) THE STATE EDUCATION DEPARTMENT CONTINUE USE OF THE BUREAU OF INDIAN AFFAIRS' AND U.S. OFFICE OF EDUCATION'S SUPPLEMENTARY EDUCATION FUNDS. (JC)

ACCESSION NUMBER: ED110267

PUBLICATION DATE: JUL 74

TITLE: SUGGESTIONS FOR TEACHING RURAL ALASKA NATIVE STUDENTS.

PERSONAL AUTHOR: FISHER, GUY; SELLENS, SHARON

DESCRIPTOR: *AMERICAN INDIANS; CONCEPT FORMATION; *CULTURAL AWARENESS; CULTURAL BACKGROUND; ELEMENTARY SECONDARY EDUCATION; *ESKIMOS; *GUIDES; LANGUAGE ARTS; LEARNING ACTIVITIES; PROGRAM DESCRIPTIONS; RURAL AREAS; SOCIAL STUDIES; TEACHER IMPROVEMENT; *TEACHING TECHNIQUES; URBAN AREAS

IDENTIFIER: ALASKA NATIVE CORE PROGRAM; *ALASKA NATIVES; RURAL TRANSITION CENTER

DESCRIPTIVE NOTE: 63P.; ORIGINALLY PUBLISHED JUNE 1972

DESIGNED FOR ELEMENTARY/SECONDARY TEACHERS WORKING EITHER WITH SEGREGATED ALASKA NATIVE CLASSES (I.E., THE RURAL TRANSITION CENTER AND NATIVE CORE) OR THOSE WORKING WITH INTEGRATED CLASSES IN EITHER URBAN OR RURAL AREAS, THIS GUIDE PRESENTS A VARIETY OF INSTRUCTIONAL INFORMATION. PRESENTING SUGGESTIONS, RESEARCH, COMMENTS, ACTIVITIES, ETC., THIS GUIDE IS ORGANIZED VIA THE FOLLOWING SECTIONS: (1) A BRIEF SECTION ON THE CULTURAL BACKGROUND OF THE ALASKA ESKIMO; (2) INSTRUCTIONAL STYLES OF EFFECTIVE AND INEFFECTIVE TEACHERS OF AMERICAN INDIAN AND ESKIMO STUDENTS (AN ETHNOGRAPHIC STUDY); (3) PROGRAM DESCRIPTIONS PROVIDING HISTORY, PHILOSOPHY, AND OBJECTIVES OF THE BOARDING HOME PROGRAM, THE RURAL TRANSITION CENTER, AND THE CORE PROGRAM; (4) A LISTING OF ALASKA TOWNS AND VILLAGES BY TRADITIONAL ETHNIC BACKGROUND; (5) 54 LANGUAGE ARTS LEARNING ACTIVITIES; (6) 36 SOCIAL STUDIES LEARNING ACTIVITIES; (7) 30 PROJECTS AND ACTIVITIES FOR VARIOUS DISCIPLINES; (8) A BRIEF SECTION ON WORK HABITS; (9) A BRIEF SECTION ON NATIVE GAMES AND CONTESTS; (10) A LISTING OF RESOURCE PEOPLE AND AGENCIES; (11) "THE FIRST ALASKANS"—AN INSTRUCTIONAL TELEVISION SERIES (LESSON DESCRIPTIONS AND AVAILABILITY); (12) A LISTING OF ALASKA NEWSPAPERS; (13) ALASKA STATE HOUSING AUTHORITY'S LISTING OF ALASKA'S COMPREHENSIVE PLANS; AND (14) A BIBLIOGRAPHY (RESOURCE MATERIALS, BOOKS, PERIODICALS). (JC)

AVAILABILITY: ANCHORAGE BOROUGH SCHOOL DISTRICT, 4600 DEBARR ROAD, ANCHORAGE, ALASKA 99504 ($1.00)

140

ACCESSION NUMBER: ED111207

PUBLICATION DATE: 75

TITLE: PROSPECTS FOR AMERICAN INDIAN ENGLISH LINGUISTICS RESEARCH. PAPERS IN SOUTHWEST ENGLISH 1: RESEARCH TECHNIQUES AND PROSPECTS.

PERSONAL AUTHOR: LEAP, WILLIAM L.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; DIALECT STUDIES; *DIGLOSSIA; ENGLISH; *ENGLISH (SECOND LANGUAGE); GEOGRAPHIC REGIONS; GRAMMAR; INTERFERENCE (LANGUAGE LEARNING); LANGUAGE RESEARCH; LANGUAGE USAGE; LANGUAGE VARIATION; *NONSTANDARD DIALECTS; REGIONAL DIALECTS; SECOND LANGUAGES; SYNTAX

IDENTIFIER: *AMERICAN INDIAN ENGLISH; BLACK ENGLISH; SOUTHWEST ENGLISH

DESCRIPTIVE NOTE: 11P.

SEVERAL FOCAL POINTS FOR SOUTHWESTERN AMERICAN INDIAN ENGLISH RESEARCH ARE PROPOSED. THIS VARIATION IS USED ON RESERVATIONS OR IN URBAN INDIAN ENCLAVES WHEN THE "INDIANNESS" OF THE DISCUSSION OR PARTICIPANTS NEEDS FORMAL LINGUISTIC MARKING. ONE RESEARCH GOAL IS TO DEMONSTRATE THAT TRIBAL VARIETIES OF INDIAN ENGLISH ACTUALLY EXIST. ANALYSIS SHOWS THAT INDIAN ENGLISH GRAMMATICAL AND PHONOLOGICAL STRUCTURES ARE OFTEN REPLICATIONS OF THE INDIAN LANGUAGE DETAIL. AMERICAN INDIAN ENGLISH MAY HAVE HAD A FAIRLY RECENT ORIGIN IN FEDERAL BOARDING SCHOOLS WHERE ONLY ENGLISH COULD BE SPOKEN IN CLASSROOMS AND DORMITORIES BY THE INDIAN STUDENTS OF VARIOUS TRIBES. A SECOND AREA FOR RESEARCH IS THE IDEA THAT CURRENT AMERICAN INDIAN ENGLISH DIALECTS VARY PREDICTABLY ACCORDING TO THE NATIVE LANGUAGE RULES. DIALECTS OF AMERICAN INDIAN ENGLISH CONTAIN GRAMMATICAL FEATURES COMMON TO OTHER NONSTANDARD DIALECTS, SUCH AS BLACK ENGLISH. TESTING IS UNDERWAY TO DETERMINE WHETHER THE DIALECT FACTORS ARISE FROM SIMILAR MOTIVATIONS. ANOTHER RESEARCH PROJECT IS A STUDY OF THE INDIAN ENGLISH PATTERNS WITHIN A GIVEN COMMUNITY TO YIELD INFORMATION ABOUT BOTH GRAMMATICAL STRUCTURES IN THE INDIAN LANGUAGE AND FIRST-LANGUAGE INTERFERENCE IN LEARNING STANDARD ENGLISH. A FINAL RESEARCH AREA IS THE NEED FOR EDUCATIONAL TECHNIQUES AND POLICY TO DEVELOP DIGLOSSIC FLUENCY IN BOTH STANDARD AND AMERICAN INDIAN ENGLISH. (CHK)

AVAILABILITY: TRINITY UNIVERSITY, SAN ANTONIO, TEXAS 78284 ($2.00)

HARD COPY NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED111217

PUBLICATION DATE: 75

TITLE: AKWESASNE MOHAWK. BOOK 1.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; *ELEMENTARY EDUCATION; *INSTRUCTIONAL MATERIALS; PRONUNCIATION INSTRUCTION; READING INSTRUCTION; READING MATERIALS; TEXTBOOKS; UNCOMMONLY TAUGHT LANGUAGES; VOCABULARY DEVELOPMENT

IDENTIFIER: *AKWESASNE MOHAWK

DESCRIPTIVE NOTE: 24P.; FOR RELATED DOCUMENT, SEE ED 111 218.

THIS IS A HIGHLY ILLUSTRATED TEXT DESIGNED TO TEACH VOCABULARY OF AKWESASNE MOHAWK AT THE ELEMENTARY LEVEL IN A BILINGUAL/BICULTURAL SETTING. EACH WORD IS ACCOMPANIED BY ITS ENGLISH EQUIVALENT. VOCABULARY INCLUDES NUMBERS 6-10, COLORS, ANIMALS, SUBSTANCES, AND PEOPLE IN EVERYDAY LIFE. THE MOHAWK SPELLING AND PRONUNCIATION ARE THOSE USED BY THE AKWESASNE MOHAWK PEOPLE. THE BOOK IS ONE OF A SERIES PRODUCED BY THE TITLE IV BILINGUAL/BICULTURAL PROGRAM AT THE SALMON RIVER CENTRAL SCHOOL IN NEW YORK STATE. (CLK)

ACCESSION NUMBER: ED111218

PUBLICATION DATE: 75

TITLE: AKWESASNE MOHAWK. BOOK K.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; *ELEMENTARY EDUCATION; *INSTRUCTIONAL MATERIALS; PRONUNCIATION INSTRUCTION; READING INSTRUCTION; READING MATERIALS; TEXTBOOKS; UNCOMMONLY TAUGHT LANGUAGES; VOCABULARY DEVELOPMENT

IDENTIFIER: *AKWESASNE MOHAWK

DESCRIPTIVE NOTE: 24P.; FOR RELATED DOCUMENT, SEE ED 111 217.

THIS IS A HIGHLY ILLUSTRATED TEXT DESIGNED TO TEACH VOCABULARY OF AKWESASNE MOHAWK AT THE ELEMENTARY LEVEL IN A BILINGUAL/BICULTURAL SETTING. EACH WORD IS ACCOMPANIED BY ITS ENGLISH EQUIVALENT. VOCABULARY INCLUDES NUMBERS 1-5, COMMON ANIMALS AND SUBSTANCES, AND EVERY DAY EXPRESSIONS SUCH AS "HELLO" "GOODBYE," AND "THANK YOU." THE MOHAWK SPELLING AND PRONUNCIATION ARE THOSE USED BY THE AKWESASNE MOHAWK PEOPLE. SOME BASIC DIALOGUE EXCHANGES ARE INCLUDED AT THE END. THE BOOK IS ONE OF A SERIES PRODUCED BY THE TITLE IV BILINGUAL/BICULTURAL PROGRAM AT THE SALMON RIVER CENTRAL SCHOOL IN NEW YORK STATE. (CLK)

ACCESSION NUMBER: ED111553

PUBLICATION DATE: 15 NOV 73

TITLE: THE INDIAN EDUCATION ACT OF 1972 -- A BRIEF HISTORY, ANALYSIS, ISSUES AND OUTLOOK.

DESCRIPTOR: *AMERICAN INDIANS; BIRTH RATE; COMMUNITY ROLE; DEMOGRAPHY; DROPOUT RATE; *EDUCATIONAL LEGISLATION; *EDUCATIONAL PROBLEMS; FINANCIAL SUPPORT; FUTURES (OF SOCIETY); HEALTH; *HISTORY; *PROGRAM PLANNING

IDENTIFIER: *INDIAN EDUCATION ACT 1972

DESCRIPTIVE NOTE: 104P.

ANALYZING THE INDIAN EDUCATION ACT OF 1972, THIS REPORT PRESENTS BOTH HISTORICAL BACKGROUND AND FUTURE PROJECTIONS RELATIVE TO THE ACT. THE HISTORY OF THE ACT IS PRESENTED IN TERMS OF DISCUSSION ON: (1) LEGISLATIVE PREPARATION; (2) HEARINGS; (3) DRAFTING AND PASSING THE BILL; (4) APPROPRIATING FUNDS; (5) RESCINDED FUNDS; AND (6) FUNDING FOR 1973. ANALYSIS OF THE ACT IS PRESENTED AS FOLLOWS: (1) DISCUSSION OF PARTS A-E; (2) PURPOSE AND POLICY OF THE ADVISORY COUNCIL (FORMING THE OFFICE OF INDIAN EDUCATION AND FUNDING INITIAL GRANTS); (3) THE LONG-RUN PROMISE OF THE ACT (ENTITLEMENT); AND (4) THE OUTLOOK FOR FISCAL 1974 (FUNDING, PROGRAM DIRECTION AND PRIORITIES, AND ISSUES TO BE RESOLVED). PRESENTATION OF FUTURE PROJECTIONS RELATIVE TO THE ACT INCLUDE SECTIONS ON THE FOLLOWING: (1) CHARACTERISTICS OF THE NATIVE AMERICAN POPULATION (LANGUAGES, PARTICIPATION IN THE ECONOMY, HEALTH AND LONGEVITY, BIRTH RATE, INFANT MORTALITY, ADULT CAUSES OF DEATH, COMMUNICABLE DISEASES, AGE COMPOSITION AND LIFE EXPECTANCY); (2) HISTORICAL BACKGROUND OF INDIAN EDUCATION; (3) INDIAN PARTICIPATION IN THE EDUCATIONAL SYSTEM (RETENTION AND DROPOUT RATES, THE QUALITY OF EDUCATION, ACHIEVEMENT MEASURES, SPECIAL PROBLEMS, AND ABILITY VS ACHIEVEMENT); (4) PLANNING PRIORITIES (A PLANNING POINT CHECKLIST); AND (5) ROLE OF THE INDIAN COMMUNITY (UNITED ACTION). (JC)

ACCESSION NUMBER: ED111555

PUBLICATION DATE: 75

TITLE: THE ANGLOS AND THE MORMONS COME TO RAMAH.

PERSONAL AUTHOR: MARTINEZ, SAMPSON; CUMMINGS, TOM

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; CULTURAL BACKGROUND; *CULTURAL INTERRELATIONSHIPS; CULTURE CONFLICT; *ECONOMICALLY DISADVANTAGED; EDUCATIONAL DISADVANTAGEMENT; FEDERAL GOVERNMENT; *HISTORY; LAND ACQUISITION; *MORAL CRITICISM

IDENTIFIER: BIA; BUREAU OF INDIAN AFFAIRS; MORMONS; NAVAJOS; *NEW MEXICO (RAMAH)

DESCRIPTIVE NOTE: 38P.

WRITTEN BY A 1975 HIGH SCHOOL GRADUATE AND A CURRICULUM SPECIALIST, THIS MONOGRAPH BRIEFLY DESCRIBES THE HISTORY OF RAMAH, NEW MEXICO. PRESENTING THE NAVAJO POINT OF VIEW, EMPHASIS IS ON THE SOCIOECONOMIC INFLUENCE OF THE MORMONS AND THE TEXAS (ANGLO) RANCHERS WHO SETTLED IN THE RAMAH AREA. PARTICULAR ATTENTION IS GIVEN TO: (1) LAND ACQUISITION; (2) TRADING POSTS AND THE CONCEPT OF "CREDIT"; (3) FEDERAL GOVERNMENT LAND ALLOTMENTS; (4) THE BUREAU OF INDIAN AFFAIRS AND BOARDING SCHOOLS; (5) THE DEVELOPMENT OF THE RAMAH NAVAJO (ALL INDIAN) SCHOOL BOARD; AND (6) THE VALUE OF EDUCATION AND LAW TO THE RAMAH NAVAJO. (JC)

AVAILABILITY: RAMAH NAVAJO PRESS, BOX 245, RAMAH, NM 87321 ($1.00)

ACCESSION NUMBER: ED111585

PUBLICATION DATE: MAR 71

TITLE: REPORT OF THE MICHIGAN INTERIM ACTION COMMITTEE ON INDIAN PROBLEMS.

PERSONAL AUTHOR: ADAMS, DORIS; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *ECONOMIC DEVELOPMENT; *EDUCATION; *EMPLOYMENT; *HEALTH; NEEDS; POLICY FORMATION; PROGRAMS; STATISTICAL DATA

IDENTIFIER: *MICHIGAN

DESCRIPTIVE NOTE: 40P.

STRESSING THE IMPORTANCE OF AMERICAN INDIAN INVOLVEMENT IN AFFAIRS AFFECTING MICHIGAN'S INDIAN POPULATION, THIS REPORT BY THE INTERIM ACTION COMMITTEE ON INDIAN PROBLEMS PRESENTS RECOMMENDATIONS RELATIVE TO EDUCATION, EMPLOYMENT, HEALTH, AND THE COMMISSION ON INDIAN AFFAIRS. RECOMMENDATIONS FOR THE COMMISSION EMPHASIZE: LEADERSHIP AT THE LOCAL, STATE, AND FEDERAL LEVELS; EDUCATIONAL PROGRAM DEVELOPMENT; WELFARE ELIGIBILITY INFORMATION; LEGAL EDUCATION; BUDGETARY RESPONSIBILITIES; PRIORITY PROGRAMING, ON-GOING EVALUATIONS, ETC. HEALTH RECOMMENDATIONS FOCUS ON REMEDIAL ACTIONS PERTINENT TO: INFANT MORTALITY RATES, ADULT DEATH RATES, MALNUTRITION, ALCOHOLISM, THE TRAINING OF PROFESSIONAL INDIAN HEALTH WORKERS, ETC. EMPLOYMENT RECOMMENDATIONS CALL FOR: INSERVICE TRAINING OF MICHIGAN CONCENTRATED EMPLOYMENT PROGRAMS" (MCEP) STAFF, REVISION OF THE BUREAU OF INDIAN AFFAIRS' RELOCATION PROCEDURES, COORDINATION BETWEEN PROGRAM DEVELOPMENT AND THE INTERTRIBAL COUNCILS OF MICHIGAN, ETC. ECONOMIC DEVELOPMENT RECOMMENDATIONS FOCUS ON LAND USE AND INDUSTRIAL DEVELOPMENT AND SKILL TRAINING IN SPECIFIC NONRESERVATION AREAS. EDUCATIONAL RECOMMENDATIONS CALL FOR A NEEDS ASSESSMENT, AN INDIAN EDUCATION STAFF IN THE DEPARTMENT OF EDUCATION AND AN INDIAN EDUCATION COMMITTEE TO ADVISE THE STATE BOARD OF EDUCATION, A 5-YEAR READING LITERACY GOAL, ETC. (JC)

146

ACCESSION NUMBER: ED111592

PUBLICATION DATE: 74

TITLE: NATIVE AMERICAN ARCHAEOLOGICAL SITES: AN ANNOTATED BIBLIOGRAPHY RELATING TO INDIAN ARCHAEOLOGICAL SITES IN THE SOUTHEASTERN UNITED STATES.

PERSONAL AUTHOR: WHEELBARGER, JOHNNY J.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; ANTHROPOLOGY; *ARCHAEOLOGY; *CULTURAL BACKGROUND; PARKS; *REFERENCE MATERIALS

IDENTIFIER: *SOUTHEASTERN STATES

DESCRIPTIVE NOTE: 41P.

THIRTY-SIX AMERICAN INDIAN ARCHAEOLOGICAL SITES LOCATED IN THE SOUTHEASTERN STATES OF ALABAMA, FLORIDA, GEORGIA, KENTUCKY, NORTH CAROLINA, AND TENNESSEE ARE CITED. INCLUDED ARE SOME OF THE VERY EARLY SITES, SOME OF THE LARGER AND BETTER KNOWN SITES, AND SOME THAT ARE BEING DEVELOPED AS STATE-OWNED ARCHAEOLOGICAL PARKS IN TENNESSEE. INFORMATION SOURCES, BRIEFLY ANNOTATED, ARE CITED FOR EACH SITE. A GLOSSARY OF TERMS USED AND A LISTING OF THE SITES BY RESPECTIVE STATES ARE ALSO INCLUDED. AMONG THE SITES LISTED ARE: MOUNDVILLE SITE, CRYSTAL RIVER SITE, FORT WALTON SITE, WEEDEN ISLAND SITE, SWIFT CREEK SITE, PARISH AND WARD SITES, DOERSCHUK SITE, BRICK CHURCH MOUND, RED CLAY, SELLERS FARM, AND STONE FORT. (NQ)

ACCESSION NUMBER: ED111723

PUBLICATION DATE: 75

TITLE: TEACHING A PRE-COLUMBIAN CULTURE: THE IROQUOIS. A GUIDE UNIT FOR 7TH GRADE SOCIAL STUDIES. REVISED.

PERSONAL AUTHOR: HERTZBERG, HAZEL W.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ANTHROPOLOGY; *CULTURAL AWARENESS; CURRICULUM GUIDES; GRADE 7; INTERDISCIPLINARY APPROACH; JUNIOR HIGH SCHOOLS; LEARNING ACTIVITIES; REFERENCE MATERIALS; SECONDARY EDUCATION; SOCIAL SCIENCES; *SOCIAL STUDIES; TEACHING TECHNIQUES

IDENTIFIER: *IROQUOIS

DESCRIPTIVE NOTE: 86P.

PRESENTED IN THIS CURRICULUM GUIDE ARE TEACHING TECHNIQUES TO HELP THE SEVENTH GRADE TEACHER INTRODUCE PUPILS TO A UNIT STUDY ON THE IROQUOIS INDIANS. THE PAMPHLET DESCRIBES CLASSROOM PROCEDURES BY WHICH STUDENTS LEARN THE TECHNIQUES FOR STUDYING ANY CULTURE THROUGH AN INTENSIVE STUDY OF ONE LOCAL CULTURE. THE CULTURE UNIT USES ALL THE SOCIAL SCIENCE DISCIPLINES, INCLUDING ARCHAEOLOGY, BUT IS ORGANIZED IN TERMS OF THE CATEGORIES OF ANTHROPOLOGY. PART I GIVES SOME INTRODUCTORY EXERCISES WHICH WILL HELP STUDENT DEVELOPMENT, UNDERSTANDING, AND ANALYSIS OF CULTURE. THE SECTION IS USEFUL AS AN INTRODUCTION TO ANY UNIT ON CULTURE. PART II DEALS WITH THE PRE-COLUMBIAN CULTURE OF THE IROQUOIS BEFORE THE ARRIVAL OF THE EUROPEANS. IT ALSO BRIEFLY DISCUSSES SUBSEQUENT IROQUOIS HISTORY. PART III CONTAINS ANNOTATED LISTS OF USEFUL INSTRUCTIONAL AND REFERENCE MATERIALS. (AUTHOR/JR)

ACCESSION NUMBER: ED111878

PUBLICATION DATE: 75

TITLE: ITEM ANALYSES OF AMERINDIAN AND CHICANO RESPONSES ON THE VOCABULARY SCALES OF THE STANFORD-BINET LM AND WECHSLER BATTERIES. FINAL REPORT.

PERSONAL AUTHOR: GUILLIAMS, CLARK I.

DESCRIPTOR: *AMERICAN INDIANS; CORRELATION; CULTURAL DISADVANTAGEMENT; ELEMENTARY EDUCATION; *INTELLIGENCE TESTS; *ITEM ANALYSIS; *MEXICAN AMERICANS; MULTIPLE REGRESSION ANALYSIS; NORMS; RETARDED CHILDREN; TEST BIAS; TESTING PROBLEMS; TEST RELIABILITY; TEST VALIDITY; VERBAL ABILITY; *VOCABULARY

IDENTIFIER: STANFORD BINET LM; WECHSLER INTELLIGENCE SCALE FOR CHILDREN

DESCRIPTIVE NOTE: 65P.

CHICANO AND AMERINDIAN VOCABULARY SCALE RESPONSES FROM THE STANFORD-BINET (LM) AND WECHSLER INTELLIGENCE SCALE FOR CHILDREN WERE ITEM-ANALYZED FOR 1,009 SUBJECTS. THE RESPONSE PATTERNS DIFFERED BOTH BY ETHNIC GROUP AND TEST, AS WELL AS BY AGE. THE MOST COMMON, AND RECURRING, PATTERN FOUND WAS "LEVEL-OF-DIFFICULTY" GRADIENT INCONSISTENCIES. THE ITEM-ANALYSIS METHOD EMPLOYED IN THIS REPORT WAS THAT OF THE COVARIANCE MATRIX WHERE THE SUM OF THE MATRIX IS THE TOTAL-TEST'S VARIANCE; VOCABULARY SCALE TOTALS HERE, FOR BOTH THE SB-LM AND THE WISC. TRIBES SAMPLED WERE NAVAJO, APACHE, AND A GROUP OF SUBJECTS WITH MIXED-TRIBAL BACKGROUNDS DESIGNATED "CALLED INDIAN." MOST OF THE PROTOCOLS THAT COULD BE ANALYZED ON THE VOCABULARY SCALES WERE PULLED FROM THE TESTING-COURSE FILES AT ARIZONA STATE UNIVERSITY; OTHER PROTOCOLS WERE OBTAINED FROM THE RESERVATIONS MENTIONED ABOVE. IN THE EPILOGUE, BASED ON THE FINDINGS, IT IS SUGGESTED THAT BILINGUAL PROGRAMS SIMILAR TO THOSE BEING USED IN TEXAS' NIE FUNDED PROGRAM FOR THE COMING ACADEMIC YEAR BE ADOPTED FOR OTHER LARGE MINORITY GROUPS WHOSE PRIMARY LANGUAGE IS NOT EITHER ENGLISH OR SPANISH. (AUTHOR)

ACCESSION NUMBER: ED112662

PUBLICATION DATE: 71

TITLE: A DICTIONARY OF THE CHEROKEE INDIAN LANGUAGE.

PERSONAL AUTHOR: ALEXANDER, J. T., COMP.

DESCRIPTOR: *ALPHABETS; *AMERICAN INDIAN LANGUAGES; *CHEROKEE; *DICTIONARIES; ENGLISH; LETTERS (ALPHABET); NUMBERS; ORTHOGRAPHIC SYMBOLS; ROMANIZATION; SYLLABLES; TRANSLATION; WRITING

IDENTIFIER: SEQUOYAH; *SYLLABARIES

DESCRIPTIVE NOTE: 367P.

THIS DICTIONARY IS DIVIDED INTO TWO MAIN SECTIONS, EACH CONTAINING APPROXIMATELY 9,000 ENTRIES. IN THE FIRST SECTION, ENGLISH TO CHEROKEE, THE INFORMATION IS ORGANIZED IN 3 COLUMNS. IN COLUMN 1 ARE FOUND ENGLISH WORDS IN STANDARD ENGLISH ORTHOGRAPHY AND IN ALPHABETICAL ORDER, IN COLUMN 2 THE ROMANIZED REPRESENTATION OF THE CHEROKEE TRANSLATION AND IN COLUMN 3, THE CHEROKEE WORD GIVEN IN THE CHEROKEE SYLLABARY. THE SYLLABARY CONSISTS OF SIX VOWELS MODIFIED BY 17 CONSONANTS. THE SECOND SECTION IS THE CHEROKEE TO ENGLISH PORTION AND IS ORGANIZED IN 2 COLUMNS ONLY. COLUMN 1 CONTAINS CHEROKEE WORDS ORGANIZED BY VOWEL GROUPS AND COLUMN 2 THE ENGLISH EQUIVALENTS. THE PAGES PRECEDING THE DICTIONARY SECTION GIVE THE CHEROKEE SYLLABARY AS INVENTED BY SEQUOYAH, THE MODIFIED SYMBOLS IN USE TODAY AND THE ROMANIZED EQUIVALENT FOR EACH SYMBOL. THE NUMERICAL SYMBOLS INVENTED BY SEQUOYAH ARE ALSO GIVEN ALTHOUGH THESE WERE NOT ADOPTED BY THE CHEROKEE. FOLLOWING THE DICTIONARY SECTION, WE FIND CARDINAL AND ORDINAL NUMBERS, DAYS OF THE WEEK, MONTHS OF THE YEAR AND SHORT PHRASES OF COMMON USAGE, ALL GIVEN FROM ENGLISH TO CHEROKEE ONLY. (TL)

AVAILABILITY: J. T. ALEXANDER, RT. 1, BOX 164 M, SPERRY, OKLAHOMA 74073 ($6.00)

DOCUMENT NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED113064

PUBLICATION DATE: 74

TITLE: INDIAN EDUCATION CONFRONTS THE SEVENTIES. FIVE VOLUMES; VOLUME I: HISTORY AND BACKGROUND OF INDIAN EDUCATION.

PERSONAL AUTHOR: DELORIA, VINE, JR., ED.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL BACKGROUND; *EDUCATION; EQUAL EDUCATION; *EVALUATION; *HISTORY; LEGISLATION; RACIAL DISCRIMINATION; RESERVATIONS (INDIAN); *SOCIAL STRUCTURE; TRIBES; TYPOLOGY

IDENTIFIER: *INDIANIZATION; UNITED STATES (EAST)

DESCRIPTIVE NOTE: 199P.; FOR RELATED DOCUMENTS, SEE ED 113 065-099.

PRESENTING THREE POSITION PAPERS, THIS PUBLICATION IS THE FIRST IN A SERIES OF FIVE VOLUMES ON AMERICAN INDIAN EDUCATION. PAPERS ARE TITLED AND AUTHORED AS FOLLOWS: (1) "REFLECTIONS ON CONTEMPORARY INDIAN EDUCATION" (AN INTRODUCTION TO THIS SERIES, CALLING FOR REFORM VIA "INDIANIZATION" OF INDIAN EDUCATION) BY VINE DELORIA, JR.; (2) "AN HISTORICAL OVERVIEW OF INDIAN EDUCATION WITH EVALUATIONS AND RECOMMENDATIONS" (OVER 100 PAGES DOCUMENTING THE RACIAL, RELIGIOUS, POLITICAL, AND INSTRUCTIONAL INEQUITIES IN THE DEVELOPMENT OF AMERICAN INDIAN EDUCATION) BY LEHMAN L. BRIGHTMAN; AND (3) "EASTERN AMERICAN INDIAN COMMUNITIES" (A TYPOLOGICAL STUDY EMPHASIZING THE SOCIAL COHESIVENESS OF EASTERN INDIANS DESPITE THE TRADITIONAL LACK OF FEDERAL AND STATE AID) BY ROBERT K. THOMAS. (JC)

ACCESSION NUMBER: ED113065

PUBLICATION DATE: 74

TITLE: AN HISTORICAL OVERVIEW OF INDIAN EDUCATION WITH EVALUATIONS AND RECOMMENDATIONS.

PERSONAL AUTHOR: BRIGHTMAN, LEHMAN L.

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; *CULTURE CONFLICT; DAY SCHOOLS; *EDUCATION; EDUCATIONAL LEGISLATION; EQUAL EDUCATION; *EVALUATION; FEDERAL AID; *HISTORICAL REVIEWS; RACIAL DISCRIMINATION; RELIGIOUS DISCRIMINATION; RESERVATIONS (INDIAN); TREATIES

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 30P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

TRACING THE HISTORY OF AMERICAN INDIAN EDUCATION FROM THE COMING OF THE WHITE MAN TO THE PRESENT DAY, THIS POSITION PAPER PRESENTS EVALUATIONS AND RECOMMENDATIONS FROM AN INDIAN POINT OF VIEW. AMONG THE MAJOR TOPIC DIVISIONS ARE: (1) HISTORICAL BACKGROUND; (2) GOVERNMENT SUPPORT OF EARLY INDIAN EDUCATION; (3) EARLY EDUCATION FALLS SHORT OF ITS GOALS; (4) CIVIL WAR MARKS THE TURNING POINT IN IMPROVED EDUCATION; (5) SUCCESSFUL INDIAN OPERATED SCHOOLS; (6) THE TREATY PERIOD; (7) THE ALLOTMENT ACT; (8) EDUCATION, COERCION, AND RELIGIOUS PERSECUTION; (9) THE MERIAM REPORT; (10) THE INDIAN REORGANIZATION ACT; (11) WORLD WAR II; A PERIOD OF RETROGRESSION; (12) FEDERAL FUNDS THAT SUPPORT INDIAN EDUCATION IN PUBLIC SCHOOLS (IMPACT AID, THE JOHNSON O'MALLEY ACT, AND TITLE I FUNDS); (13) PUBLIC SCHOOLS HAVE FAILED INDIANS; (14) SPECIAL SUBCOMMITTEE HEARINGS ON INDIAN EDUCATION: 1967-69 UNITED STATES SENATE; (15-17) THE FAILURE OF FEDERAL SCHOOLS: HISTORICAL DEVELOPMENT, EVALUATION, AND RECOMMENDATIONS (BUREAU OF INDIAN AFFAIRS, BOARDING SCHOOLS, DAY SCHOOLS, ETC.). EMPHASIZING THE RACIAL, RELIGIOUS, AND INSTRUCTIONAL INEQUITIES FOUND IN THE FEDERAL SCHOOLS, THE LATTER PART OF THIS PAPER FOCUSES ON THE CAUSE-EFFECT RELATIONSHIP OF POOR, INSENSITIVE EDUCATION AND POOR MENTAL HEALTH AS MANIFEST IN INDIAN STUDENT DRUG ABUSE, CRIMINALITY, LOW ACHIEVEMENT RATES, CULTURAL CONFLICTS, AND GENERAL UNHAPPINESS. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

152

ACCESSION NUMBER: ED113066

PUBLICATION DATE: 74

TITLE: EASTERN AMERICAN INDIAN COMMUNITIES.

PERSONAL AUTHOR: THOMAS, ROBERT K.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL TRAITS; *FEDERAL AID; *HISTORY; NONRESERVATION AMERICAN INDIANS; PRESERVATION; RESERVATIONS (INDIAN); *SOCIAL STRUCTURE; TRIBES; *TYPOLOGY

IDENTIFIER: *UNITED STATES (EAST)

DESCRIPTIVE NOTE: 46P.; FOR RELATED DOCUMENTS, ED 113 065-099.

IDENTIFICATION OF SOCIAL AND CULTURAL COMMONALITIES AMONG AMERICAN INDIANS OF THE EASTERN U.S. REVEAL 4 GEOGRAPHICAL AREAS--(1) THE EASTERN SEABOARD (THE LARGEST GROUP IN BOTH NUMBER OF DISTINCT GROUPS AND POPULATION); (2) THE INLAND AREA; (3) LOUISIANA (A COMBINATION OF INLAND AND SEABOARD CHARACTERISTICS); (4) THE EASTERN GREAT LAKES AREA (MICHIGAN AND INDIANA). FURTHER TYPOLOGICAL IDENTIFICATION PROVIDES THE FOLLOWING CATEGORIES: (1) TRIBALS (PRESERVATION OF ANCESTRAL CONTINUITY VIA EXTENSIVE USE OF THE LANGUAGE); (2) TRIBALS IN TRANSITION (EXPERIENCING SOCIAL CHANGE); (3) "IDEOLOGIZED" TRIBES (PRESERVATION OF ABORIGINAL TRAITS VIA MODERN REINTERPRETATION); (4) RESURGENT PEOPLES (POPULATION RESURGENCE); (5) RECONSTITUTED PEOPLES (INTERTRIBAL AMALGAMS); (6) DISPLACED PEOPLES (COMMUNITIES FORMED IN RESPONSE TO SOCIAL ISOLATION); AND (7) CITY INDIANS (FARTHEST REMOVED FROM ANCESTRAL WAYS). (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED113067

PUBLICATION DATE: 74

TITLE: INDIAN EDUCATION CONFRONTS THE SEVENTIES. FIVE VOLUMES; VOLUME II: THEORETICAL CONSIDERATIONS IN INDIAN EDUCATION.

PERSONAL AUTHOR: CELORIA, VINE, JR., ED.

DESCRIPTOR: *AMERICAN INDIANS; CAREER EDUCATION; *CULTURAL AWARENESS; CURRICULUM DEVELOPMENT; EARLY CHILDHOOD EDUCATION; *EDUCATION; EVALUATION; MANPOWER DEVELOPMENT; SCHOOL DISTRICT AUTONOMY; *SELF ACTUALIZATION; TESTING; *THEORIES

IDENTIFIER: *INDIANIZATION

DESCRIPTIVE NOTE: 260P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

PRESENTING SIX POSITION PAPERS, THIS PUBLICATION IS THE SECOND IN A SERIES OF FIVE VOLUMES ON AMERICAN INDIAN EDUCATION. PAPERS ARE TITLED AS FOLLOWS: (1) "THE THEORY OF INDIAN CONTROLLED SCHOOLS" (INDIAN CONTROL OF EDUCATION IS PERCEIVED AS THE BASIS FOR A CULTURAL RENEWAL PROCESS IN WHICH THE PROBLEMS OF CONTEMPORARY IDENTITY AND PURPOSE ARE RESOLVED); (2) "A THEORY OF VOCATIONAL-TECHNICAL CAREER EDUCATION" (VOCATIONAL TRAINING MODELS ARE CONSIDERED IN TERMS OF THE ONGOING DEVELOPMENTS IN NON-INDIAN AMERICA AND THE PROGRESSIVE DEVELOPMENTS IN INDIAN COMMUNITIES); (3) "TESTING, EVALUATION, AND THE INDIAN EDUCATION ACT OF 1972" (TESTING CRITERIA, PARTICULARLY THE CRITERION-REFERENCED TEST, ARE PROPOSED FOR USE IN INDIAN EDUCATION); (4) "EARLY CHILDHOOD EDUCATION PROGRAM MODELS" (DRAWING UPON A LONGITUDINAL STUDY OF THE "FOLLOW THROUGH" PROGRAM, NUMEROUS MODELS OF EARLY CHILDHOOD EDUCATION ARE CONSIDERED); (5) "A NEW CURRICULUM DESIGN FOR NATIVE AMERICAN SCHOOLS" (CONSIDERATION IS GIVEN TO A CURRICULUM DESIGNED TO EMPHASIZE TRIBAL HISTORY, CULTURE, TRADITIONS, AND THE IMMEDIATE COMMUNITY ENVIRONMENT); (6) "PERSPECTIVE ON MANPOWER PLANNING" (CONSIDERATION IS GIVEN TO A PHILOSOPHY OF EDUCATIONAL MANPOWER PLANNING THAT EMPHASIZES INNOVATIVE PROGRAMS DESIGNED BY INDIAN COMMUNITIES TO PROMOTE BOTH INTERCULTURALISM AND PRIDE IN HERITAGE). (JC)

ACCESSION NUMBER: ED113068

PUBLICATION DATE: 74

TITLE: THE THEORY OF INDIAN CONTROLLED SCHOOLS.

PERSONAL AUTHOR: CLIFFORD, GERALD M.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY CONTROL; *COMMUNITY DEVELOPMENT; COMMUNITY INVOLVEMENT; EDUCATION; FUTURES (OF SOCIETY); INTERACTION; MODELS; *SCHOOL DISTRICT AUTONOMY; *SOCIAL CHANGE; THEORIES

IDENTIFIER: *INDIANIZATION

DESCRIPTIVE NOTE: 38P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

AMERICAN INDIAN REJECTION OF THE ASSIMILATION PROCESS COUPLED WITH RECENT POSITIVE OFFICE OF EDUCATIONAL OPPORTUNITY (OEO) EXPERIENCES HAVE GIVEN BIRTH TO NEW INDIAN IDEOLOGIES WHICH ENCOMPASS REGENERATION OF THE INTERNAL FORCES IN THE INDIAN COMMUNITY. LOCAL CONTROL OF EDUCATION PROVIDES THE KEY TO REGENERATIVE ACTION AND TOTAL DEVELOPMENT, BECAUSE PEOPLE ARE NECESSARY FOR DEVELOPMENT OF INSTITUTIONS, AND INSTITUTIONS CONTRIBUTE TO THE DEVELOPMENT OF PEOPLE. COMMUNITY CONTROLLED SCHOOLS CAN PROVIDE A FOCAL POINT FOR COMMUNITY RECOVERY THROUGH INVOLVEMENT. INVOLVEMENT GIVES MEANING TO EXISTENCE, AND INVOLVEMENT IN A MOVEMENT TO RECOVER CULTURAL VALUES IN AN INDIAN COMMUNITY CAN LEAD TO RECOVERY OF RELIGIOUS VALUES WHICH, IN TURN, WILL PROMOTE THE SOCIAL INTERCOURSE AND SOLIDARITY NECESSARY FOR DEVELOPMENT AND SELF-ACTUALIZATION. COMMUNITY CONTROL OF EDUCATION CAN EFFECTIVELY PROMOTE SOCIAL CHANGE FROM WITHIN, AS EDUCATIONAL CONTROL CAN PROVIDE: (1) IMMEDIACY OF CONTACT BETWEEN THE YOUNG AND OLD; (2) A MECHANISM FOR THE INDIAN PROFESSIONAL WHO WOULD ROOT HIMSELF IN THE ENVIRONMENT AND EXPLORE THE WISDOM OF TRIBAL PERSPECTIVES VIA MODERN TECHNIQUES; (3) A FORUM FOR CULTURAL EXPANSION AND CREATIVITY; (4) EMPLOYMENT AT THE LOCAL LEVEL; AND (5) CONTROL OF FEDERAL MONIES WHICH COULD BE USED AS A LEVER TO PROMOTE INDIAN DEVELOPMENT AND CAPITAL. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED113069

PUBLICATION DATE: 74

TITLE: A THEORY OF VOCATIONAL-TECHNICAL CAREER EDUCATION.

PERSONAL AUTHOR: SMITH, CLODIUS

DESCRIPTOR: *AMERICAN INDIANS; *CAREER EDUCATION; EDUCATIONAL ALTERNATIVES; EDUCATIONAL OBJECTIVES; *ELEMENTARY SECONDARY EDUCATION; FIELD EXPERIENCE PROGRAMS; GUIDANCE COUNSELING; JOB SKILLS; MANPOWER DEVELOPMENT; OCCUPATIONAL CLUSTERS; *PROGRAM DEVELOPMENT; *RELEVANCE (EDUCATION)

IDENTIFIER: *INDIANIZATION

DESCRIPTIVE NOTE: 42P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

CURRENT DROPOUT AND UNEMPLOYMENT RATES AMONG AMERICAN INDIANS SUGGEST THAT EDUCATIONAL NEEDS OF VIRTUALLY ALL INDIANS CAN BEST BE MET THROUGH OCCUPATIONALLY ORIENTED EDUCATION PROGRAMS THAT ARE DESIGNED TO MEET SPECIFIC INDIAN NEEDS. IN RECOGNITION OF BOTH INDIVIDUAL AND SOCIETAL NEEDS, INDIAN EDUCATION MUST DIRECT ITSELF TOWARD PROVISION FOR EVERY STUDENT AT ALL LEVELS TO ACQUIRE SKILLS WHICH WILL ENABLE HIM TO MAKE A LIVELIHOOD REGARDLESS OF THE LEVEL AT WHICH HE LEAVES THE EDUCATIONAL SYSTEM. A COMPREHENSIVE CAREER AND VOCATIONAL-TECHNICAL EDUCATION SHOULD INCLUDE A SEQUENTIALLY DEVELOPED PROGRAM OFFERING CAREER ORIENTATION, EXPLORATION, AND PREPARATION WHICH IS STRUCTURED AROUND THE BASIC SUBJECTS OF GRADES 1-12. ELEMENTARY EDUCATION SHOULD PROVIDE INFORMATION RELATIVE TO JOB ROLES AND REQUIREMENTS. JUNIOR HIGH SCHOOLS SHOULD PROVIDE EXPLORATION OF SPECIFIC JOB CLUSTERS VIA HANDS-ON EXPERIENCES AND FIELD OBSERVATIONS. SENIOR HIGH SCHOOLS SHOULD PROVIDE SPECIALIZATION VIA THE FOLLOWING OPTIONS: (1) INTENSIVE JOB PREPARATION FOR ENTRY INTO THE WORLD OF WORK; (2) PREPARATION FOR POST SECONDARY OCCUPATIONAL EDUCATION; (3) PREPARATION FOR 4-YEAR COLLEGE ENTRY. PROGRAM DEVELOPMENT SHOULD INCLUDE CONSIDERATION OF: GUIDANCE COUNSELING; CURRICULUM LABORATORIES; SYSTEMATIC EVALUATION; AND MANPOWER DEVELOPMENT, DELIVERY SYSTEMS, PLACEMENT, AND FOLLOW-UP. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

156

ACCESSION NUMBER: ED113070

PUBLICATION DATE: 74

TITLE: TESTING, EVALUATION AND THE INDIAN EDUCATION ACT OF 1972.

PERSONAL AUTHOR: HEATH, ROBERT W.; NIELSON, MARK A.

DESCRIPTOR: *AMERICAN INDIANS; CRITERION REFERENCED TESTS; *CULTURAL DIFFERENCES; CULTURAL PLURALISM; CULTURE FREE TESTS; ECONOMICALLY DISADVANTAGED; *EDUCATIONAL LEGISLATION; ELEMENTARY SECONDARY EDUCATION; *EVALUATION CRITERIA; MULTILINGUALISM; NORM REFERENCED TESTS; *POLICY FORMATION; PROGRAM EVALUATION

IDENTIFIER: *INDIAN EDUCATION ACT 1972; INDIANIZATION

DESCRIPTIVE NOTE: 39P.; FOR RELATED DOCUMENTS, SEEED 113 064-099.

THE HISTORY OF TESTING AND EVALUATION IN INDIAN EDUCATION HAS BEEN LESS THAN SATISFACTORY SINCE ACHIEVEMENT AND INTELLIGENCE TESTING INSTRUMENTS TRADITIONALLY HAVE BEEN NORM-REFERENCED, RATHER THAN CRITERION-REFERENCED, AND HAVE NOT ACCOUNTED FOR CULTURAL DIFFERENCES. THE INDIAN EDUCATION ACT OF 1972 PROVIDES FOR INDIAN INVOLVEMENT IN THE EVALUATION OF FEDERAL INDIAN EDUCATION PROGRAMS. SOUND TESTING AND EVALUATION PROCEDURES SHOULD MAKE PROVISION FOR VALIDITY, RELIABILITY, AND PRACTICALITY, WHILE USEFUL PROGRAM EVALUATIONS SHOULD INCLUDE: (1) TANGIBLE CRITERIA; (2) ACCURATE AND RELEVANT INFORMATION; (3) AN EVALUATION PLAN; (4) A PROGRAM DESCRIPTION; (5) ABLE AND COOPERATIVE PEOPLE; AND (6) USE OF AND REPORTS OF THE RESULTS. ISSUES CRITICAL TO POLICY INFORMATION UNDER THE ACT SHOULD INCLUDE CONSIDERATION OF: (1) PLURALISM; (2) MULTILINGUALISM; (3) POVERTY; AND (4) CULTURAL DIFFERENCES. POSITION STATEMENTS ON THE EVALUATION OF INDIAN EDUCATION PROGRAMS ARE PROPOSED AS FOLLOWS: (1) THE AUTHORITY FOR EXTERNAL EVALUATION SHOULD BE EXERCISED BY LOCAL INDIAN COMMUNITIES; (2) USE OF NORM-REFERENCED STANDARDIZED ACHIEVEMENT AND IQ TESTS SHOULD BE DISCOURAGED; (3) AN EVALUATION REVIEW PANEL SHOULD BE ORGANIZED TO REVIEW PROJECTS AND APPLICATIONS FOR ADEQUACY OF EVALUATION PLANS AND DEGREE OF COMMUNITY PARTICIPATION IN EVALUATION. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEEED 113 064
ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED113071

PUBLICATION DATE: 74

TITLE: EARLY CHILDHOOD EDUCATION PROGRAM MODELS FOR INDIAN COMMUNITIES.

PERSONAL AUTHOR: SORENSEN, PHILIP H.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL DIFFERENCES; *EARLY CHILDHOOD EDUCATION; ECONOMICALLY DISADVANTAGED; *EVALUATION CRITERIA; *MODELS; *POLICY FORMATION; PROGRAM EVALUATION

IDENTIFIER: INDIANIZATION; *PLANNED VARIATION; PROJECT FOLLOW THROUGH

DESCRIPTIVE NOTE: 63P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

DRAWING HEAVILY UPON THE EXPERIENCES OF THE STANFORD RESEARCH INSTITUTE (SRI) AND ITS EXPERIENCE IN A LONGITUDINAL EVALUATION OF THE NATIONAL "FOLLOW THROUGH" PROGRAM (A PROGRAM DEVISED TO PROVIDE DEVELOPMENTAL AND EDUCATIONAL SERVICES FOR POOR CHILDREN), THIS PAPER IS WRITTEN IN REFERENCE TO THE DEVELOPMENT OF EARLY CHILDHOOD EDUCATION MODELS FOR AMERICAN INDIAN CHILDREN. THE 1ST SECTION PRESENTS: (1) A REVIEW OF THE "PLANNED VARIATION" CONCEPT WHEREIN DIFFERENT EDUCATIONAL IMPROVEMENT MODELS ARE TRIED OUT IN VARIOUS SITUATIONS; (2) DISCUSSION OF DILEMMAS THAT CHARACTERIZE ANY MAJOR DEMONSTRATION OF QUASI-EXPERIMENT IN A NATURAL SETTING; AND (3) A CONCEPTUAL MODEL FOR PROGRAM EVALUATION WHICH EMPHASIZES CATEGORIZATION OF EVALUATION ISSUES AND FOCI FOR EVALUATION ACTIVITIES. OPENING WITH QUESTIONS RELATIVE TO THE EFFECTIVENESS, ATTRACTIVENESS, AND APPROPRIATENESS OF INSTRUCTIONAL MODELS, SECTION 3 PRESENTS: (1) DESCRIPTIONS OF SEVERAL MODELS DRAWN DIRECTLY FROM SRI TECHNICAL REPORTS, AND (2) DISCUSSION OF FINDINGS THAT APPEAR TO BE ACCEPTABLY DEPENDABLE FOR POLICY GUIDANCE (APPROACHES WHICH HAVE SHOWN EITHER MOST CONSISTENT POSITIVE EFFECTS OR EFFECTS OF SUBSTANTIAL MAGNITUDE IN SOME APPLICATION). THE FINAL SECTION PRESENTS A PREVIEW OF WORK IN PROGRESS WHICH SHOWS PROMISE OF YIELDING GENERALIZATIONS FROM WHICH "NEW" MODELS MIGHT BE SYNTHESIZED OR OLDER MODELS REFINED. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

158

ACCESSION NUMBER: ED113072

PUBLICATION DATE: 74

TITLE: A NEW CURRICULUM DESIGN FOR NATIVE AMERICAN SCHOOLS.

PERSONAL AUTHOR: SHARPES, DON

DESCRIPTOR: *AMERICAN INDIANS; CHILD DEVELOPMENT; COMMITTEES; *COMMUNITY INVOLVEMENT; CULTURAL AWARENESS; *CULTURAL BACKGROUND; *CURRICULUM DEVELOPMENT; *ELEMENTARY SECONDARY EDUCATION; ENVIRONMENTAL EDUCATION; EVALUATION; INTEGRATED CURRICULUM; OBJECTIVES; PLANNING

IDENTIFIER: *INDIANIZATION

DESCRIPTIVE NOTE: 36P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

THE GOALS OF PLANNING FOR INNOVATION AND REFORM OF AMERICAN INDIAN SCHOOLS SHOULD INCLUDE A CULTURALLY BASED AND CHILD ORIENTED CURRICULUM. THE CURRICULUM DESIGN SHOULD BE BASED ON THE ASSUMPTIONS THAT IT WILL PROVIDE: (1) MOTIVATION AND INTEREST FOR THE YOUTH IT SERVES; (2) CHILDREN WITH THE CAPACITY TO LEARN HOW TO LEARN; (3) AN INDIVIDUALLY BASED GRADING AND EVALUATION SYSTEM; (4) AN ENVIRONMENTAL ORIENTATION; AND (5) TOTAL INTEGRATION WHEREIN TEACHERS PARTICIPATE IN THE PLANNING FUNCTION. UTILIZING INPUT FROM THE TOTAL INDIAN COMMUNITY, A FIRST PRIORITY SHOULD BE DEVELOPMENT OF CULTURALLY BASED MATERIALS WHICH EMPHASIZE LEARNING BY DOING, PSYCHOMOTOR ASSOCIATION, SYMBOLIC ASSOCIATION, DRAMATIZATION, TRIALS, AND ART. IN KEEPING WITH AN ENVIRONMENTAL ORIENTATION, CURRICULUM DESIGN SHOULD STRESS: (1) THE PROTECTION OF LIFE, HEALTH, AND LIVING; (2) THE SECURING OF A LIVING; (3) THE EXPRESSION OF EMOTIONS AND BELIEFS; AND (4) THE ABILITY TO WORK IN GROUPS AND THE DEVELOPMENT OF SOCIAL RESPONSIBILITY. UTILIZING TEACHERS, PARENTS, YOUTH, TRIBAL AND COMMUNITY OFFICIALS, AND OTHERS AS REPRESENTATIVES, A CURRICULUM COMMITTEE SHOULD BE ESTABLISHED TO: (1) OVERSEE ALL CURRICULUM PROJECTS; (2) SET GOALS AND PRIORITIES; (3) REVIEW AND APPROVE CURRICULUM PLANS; (4) ADVISE THE SCHOOL BOARD OF COMMUNITY PARTICIPATION; AND (5) EVALUATE THE CURRICULUM. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED113073

PUBLICATION DATE: 74

TITLE: PERSPECTIVE ON MANPOWER PLANNING.

PERSONAL AUTHOR: ORR, PAUL G.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY EDUCATION; COMMUNITY INVOLVEMENT; *CULTURAL AWARENESS; EDUCATIONAL ALTERNATIVES; *ELEMENTARY SECONDARY EDUCATION; LEADERSHIP; *MANPOWER DEVELOPMENT; OBJECTIVES; PHILOSOPHY; *PLANNING; PROGRAM DEVELOPMENT; TEACHER EDUCATION

IDENTIFIER: *INDIANIZATION

DESCRIPTIVE NOTE: 31P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

AMONG THE PHILOSOPHICAL PREMISES WHICH SHOULD UNDERGIRD MANPOWER PLANNING AND TRAINING FOR AMERICAN INDIAN ELEMENTARY AND SECONDARY EDUCATION ARE: (1) OPPORTUNITY TO ALLEVIATE EDUCATIONAL DISADVANTAGE; (2) REALIZATION THAT PRIOR ATTEMPTS TO DESIGN PROGRAMS FOR INDIANS HAVE BEEN FRAGMENTED OR UNWORKABLE; (3) REALIZATION OF THE RIGHT TO DETERMINE ONE'S OWN DESTINY BASED ON KNOWLEDGE OF AND ACCESS TO ALTERNATIVES; (4) REALIZATION OF MAN'S INCREASING INTERDEPENDENCE AND THE NECESSITY FOR HIGHER LEVELS OF TOLERANCE; (5) THE NECESSITY FOR OPPORTUNITIES TO DRAMATICALLY INCREASE INDIAN PERSONNEL COMPETENCIES IN LEADERSHIP POSITIONS AT ALL LEVELS; (6) THE NECESSITY FOR A MASSIVE MANPOWER DEVELOPMENT PROGRAM FOR PEOPLE WORKING WITH INDIAN CHILDREN; (7) DEVELOPMENT OF PROGRAMS FOR INDIAN PEOPLE AT INSTITUTIONS WHICH HAVE THE CAPABILITY OF PROVIDING INNOVATIONS FOR SPECIFIC INDIAN NEEDS. INDIAN EDUCATION SHOULD INCLUDE: (1) SCHOOLS WHICH PROVIDE CULTURAL PRIDE, EXTENSIVE COUNSELING, CAREER EDUCATION, BEHAVIORAL MODELS OF BOTH INTERCULTURALISM AND PRIDE IN HERITAGE, AND COMMUNITY BASED EDUCATION; (2) TEACHER PREPARATION PROGRAMS EMPHASIZING SKILLS IN DEVELOPMENT OF INSTRUCTIONAL OBJECTIVES, INDEPTH CULTURAL STUDIES, INDIVIDUALIZED PROGRAMS, AND UTILIZATION OF COMMUNITY RESOURCES; AND (3) RESEARCH AND TRAINING PROGRAMS FOR NON-SCHOOL PERSONNEL. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED113074

PUBLICATION DATE: 74

TITLE: INDIAN EDUCATION CONFRONTS THE SEVENTIES. FIVE VOLUMES, VOLUME III: SPECIAL PROGRAM CONSIDERATIONS.

PERSONAL AUTHOR: DELORIA, VINE, JR., ED.

DESCRIPTOR: ADULT EDUCATION; ADVISORY COMMITTEES; *AMERICAN INDIANS; *COMMUNITY INVOLVEMENT; CONSUMER EDUCATION; ECONOMIC DEVELOPMENT; *EDUCATION; ELEMENTARY SECONDARY EDUCATION; ETHNIC STUDIES; HEALTH EDUCATION; HIGHER EDUCATION; *PROGRAM DEVELOPMENT; *RELEVANCE (EDUCATION); VOCATIONAL EDUCATION

DESCRIPTIVE NOTE: 222P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

AS THE THIRD VOLUME IN A FIVE VOLUME SERIES OF POSITION PAPERS ON AMERICAN INDIAN EDUCATION, THIS PUBLICATION PRESENTS ELEVEN POSITION PAPERS ON SPECIAL PROGRAMS. PAPERS ARE TITLED AS FOLLOWS: (1) "A VISION: THE WARRIOR-SCHOLAR-COMMUNITY ACTIVIST, THE END PRODUCT OF INDIAN STUDIES"; (2) "THE RELATION OF INDIAN STUDIES TO THE UNIVERSITY STRUCTURE"; (3) "THE IMPORTANCE OF INDIAN STUDIES TO INTERRACIAL UNDERSTANDING"; (4) "VOCATIONAL AND TECHNICAL EDUCATION TRAINING MODEL FOR INDIAN GROUPS"; (5) "AN INDIAN VIEW OF VOCATIONAL-TECHNICAL EDUCATION"; (6) "THE NEED FOR CONSUMER EDUCATION AMONG INDIANS"; (7) AND (8) "TRAINING NEEDS OF INDIAN PARENT ADVISORY COMMITTEES" (TWO DIFFERENT ARTICLES ON THE SAME TOPIC); (9) "HEALTH EDUCATION"; (10) AND (11) "A VARIATION PLAN FOR INDIAN COMMUNITIES". A MAJOR THEME RUNNING THROUGHOUT THESE PAPERS IS THAT OF INDIAN CONTROL OF INDIAN DESTINY AS RELATIVE TO ALL ASPECTS OF INDIAN EDUCATION. MAJOR CONSIDERATION IS ALSO GIVEN TO THE IMPORTANCE OF THE RELATIONSHIP BETWEEN ECONOMIC DEVELOPMENT AND EDUCATIONAL DEVELOPMENT IN THE VARIOUS INDIAN COMMUNITIES (URBAN, RURAL, RESERVATION, ETC.) (JC)

ACCESSION NUMBER: ED113075

PUBLICATION DATE: 74

TITLE: A VISION: THE WARRIOR-SCHOLAR-COMMUNITY ACTIVIST, THE END PRODUCT OF INDIAN STUDIES.

PERSONAL AUTHOR: WHITEMAN, HENRIETTA V.

DESCRIPTOR: *AMERICAN INDIANS; ART; *BICULTURALISM; COMMUNITY DEVELOPMENT; *COURSE DESCRIPTIONS; *ETHNIC STUDIES; FIELD EXPERIENCE PROGRAMS; GRADUATE STUDY; *HIGHER EDUCATION; HISTORY; LANGUAGE; LITERATURE; PHILOSOPHY; RELIGION; RESERVATIONS (INDIAN)

IDENTIFIER: *NATIVE AMERICAN STUDIES; WARRIOR SCHOLARS

DESCRIPTIVE NOTE: 39P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

AMERICAN INDIAN STUDIES AS DEVELOPED IN INSTITUTIONS OF HIGHER EDUCATION SHOULD BE DESIGNED TO PRODUCE A NEW TYPE OF PERSON--A WARRIOR-SCHOLAR, COMMUNITY ACTIVIST WHO NOT ONLY UNDERSTANDS THE VARIOUS WORLDS IN WHICH THE INDIAN MUST LIVE BUT IS ACTIVELY INVOLVED IN IMPROVING THESE WORLDS VIA BICULTURAL PARTICIPATION IN A PLURALISTIC SOCIETY. THE DEVELOPMENT OF INDIAN STUDIES SHOULD INCLUDE COURSES FOR UNDERGRADUATES, GRADUATES, AND SUMMER INSTITUTES TAUGHT BY INDIAN TEACHERS OR NON-INDIAN PROFESSIONALS WHO HAVE BEEN SENSITIZED TO THE INDIAN PERSPECTIVE. AN INFORMAL SURVEY OF THE KINDS OF COURSES MOST SUCCESSFUL IN AMERICAN INDIAN STUDIES REVEALS A NEED FOR COURSES IN: (1) GENERAL NATIONWIDE HISTORY; (2) CULTURE AS EXPRESSED VIA LANGUAGE; (3) THE URBAN INDIAN; (4) REGIONALIZED HISTORY; (5) LITERATURE AND ORAL TRADITIONS; (6) ETHNO-SCIENCE; (7) NATIVE WOMEN; (8) MUSIC; (9) ART; (10) DANCE; (11) PENAL INSTITUTIONS; (12) COMMUNITY DEVELOPMENT; (13) THE RESERVATION INDIAN; (14) RELIGION AND PHILOSOPHY; (15) CONTEMPORARY ISSUES; (16) AN HISTORICAL PERSPECTIVE ON INDIAN EDUCATION; (17) RESEARCH AND ANALYSIS OF CRITICAL ISSUES AFFECTING THE AMERICAN INDIAN; AND (18) DIRECT INDEPENDENT STUDY. GRADUATE PROGRAMS UTILIZING THESE KINDS OF COURSES SHOULD BE PRACTICAL AND FIELD BASED TO ASSURE EMERGENCE OF THE WARRIOR-SCHOLAR. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

162

ACCESSION NUMBER: ED113076

PUBLICATION DATE: 74

TITLE: THE IMPORTANCE OF INDIAN STUDIES TO INTERRACIAL UNDERSTANDING.

PERSONAL AUTHOR: SWENSON, DAVID

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL AWARENESS; CULTURAL DIFFERENCES; *EDUCATIONAL NEEDS; ELEMENTARY SECONDARY EDUCATION; EMPLOYMENT OPPORTUNITIES; ETHNIC STEREOTYPES; *ETHNIC STUDIES; HIGHER EDUCATION; MIDDLE CLASS CULTURE; PROFESSIONAL PERSONNEL; *RACE RELATIONS

IDENTIFIER: *EQUAL EMPLOYMENT OPPORTUNITY ACT 1972

DESCRIPTIVE NOTE: 23P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099

SINCE AMERICAN INDIANS HAVE BEEN TRADITIONALLY STEREOTYPED BY EDUCATIONAL TEXTBOOKS AND COMMERCIAL MEDIA, IT IS NO WONDER THAT THE MAJORITY OF THE U.S. POPULATION HAS VERY LITTLE REAL KNOWLEDGE OF NATIVE AMERICAN RELIGION, PHILOSOPHY, ART, MUSIC, OR GENERAL CULTURAL TRADITIONS. WITHIN MAINSTREAM INSTITUTIONS, THIS LACK OF KNOWLEDGE AND/OR INTEREST SERIOUSLY IMPEDES IMPLEMENTATION OF THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972 (EEO), FOR EEO DOES NOT ADEQUATELY CLARIFY WHAT CONSTITUTES INDIAN IDENTITY NOR DOES IT ACCOUNT FOR THE ESTABLISHED WHITE MIDDLE CLASS EMPLOYMENT STANDARDS APPLIED TO INDIAN APPLICANTS. RESPONSES TO A QUESTIONNAIRE RECENTLY ADMINISTERED TO PROFESSIONALS IN THE FEDERAL SYSTEM AND THE PRIVATE SECTOR CLEARLY ILLUSTRATE A PREPONDERANCE OF CASUAL, SUPERFICIAL ATTITUDES TOWARD INDIANS. FOR EXAMPLE, AMONG THE 5 EDUCATORS WHO RESPONDED TO THE QUESTIONNAIRE, ONLY 1 PERCEIVED A NEED FOR INDIAN STUDIES. IT IS EVIDENT THAT NO MATTER HOW IMPORTANT THE EEO ACT IS, IT CANNOT UNDO DECADES OF ACADEMIC INJUSTICE AND THAT IT IS ONLY THROUGH CHANGE IN OUR EDUCATIONAL INSTITUTIONS (K-COLLEGE) THAT WE CAN BEGIN TO MITIGATE THE STEREOTYPES AND THE MIDDLE CLASS STANDARDS APPLIED TO INDIANS. ETHNIC STUDIES COURSES ARE NEEDED NOW, BUT EVENTUALLY THE STUDY OF INDIAN CULTURE MUST BE EXPANDED INTO THE TRADITIONAL ACADEMIC FIELDS. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED113077

PUBLICATION DATE: 74

TITLE: AN INDIAN VIEW OF VOCATIONAL-TECHNICAL EDUCATION.

PERSONAL AUTHOR: DUPREE, CALVIN

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; CAREER EDUCATION; *EDUCATIONAL QUALITY; ELEMENTARY SECONDARY EDUCATION; *EVALUATION; GUIDANCE COUNSELING; HIGHER EDUCATION; HISTORICAL REVIEWS; *RELEVANCE (EDUCATION); *VOCATIONAL EDUCATION

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 23P.; FOR RELATED DOCUMENTS, SEE ED 113 064-[illegible]9.

TRADITIONALLY VOCATIONAL EDUCATION HAS SERVED MINORITY GROUPS AND HAS, CONSEQUENTLY, SUFFERED FROM FINANCIAL NEGLECT. SINCE NUMEROUS NON-MINORITY CITIZENS WILL NEVER ATTEND COLLEGE, IT IS IN THE INTEREST OF ALL SOCIETY TO IMPROVE VOCATIONAL EDUCATION. IN 1963 THE BUREAU OF INDIAN AFFAIRS (BIA) ESTABLISHED A POLICY OF PREVOCATIONAL EDUCATION FOR AMERICAN INDIANS, EMPHASIZING ACADEMIC COURSES IN THE 9TH GRADE AND 'EXPLORATORY' SHOP COURSES IN THE 10TH-12TH GRADES. FALLING SHORT OF THEIR GOALS, BIA SCHOOLS SHOWED A 40 PERCENT DROPOUT RATE WITH ONLY 28 PERCENT OF THE GRADUATES GOING ON TO COLLEGE IN 1967. A RECENT EVALUATION OF FEDERAL BOARDING SCHOOLS INDICATES INADEQUACIES IN ACADEMIC PROGRAMMING, GUIDANCE COUNSELING, VOCATIONAL EQUIPMENT, AND PREVOCATIONAL TRAINING. HOWEVER, SUCCESSFUL INDIAN OPERATED POST-SECONDARY SCHOOLS ARE BEGINNING TO EMERGE. IMPROVEMENT IN THE QUALITY OF INDIAN VOCATIONAL EDUCATION CALLS FOR: (1) AN INCREASE IN BIA FUNDING; (2) BETTER INFORMATION DISSEMINATION ON GRANTS, FELLOWSHIPS, ETC.; (3) MORE FINANCIAL SUPPORT FOR EXISTING AND EMERGING INDIAN COMMUNITY COLLEGES; (4) FEDERAL ALLOCATIONS FOR INDIAN RECRUITMENT AND COUNSELING; (5) AN ALL INDIAN VOCATIONAL RESEARCH/DEVELOPMENT SECTION IN THE U.S. OFFICE OF EDUCATION REGIONS; (6) RESERVATION BASED COURSES AND WORKSHOPS FOR ADULTS; (7) INDIAN INVOLVEMENT IN THE NATIONAL VOCATIONAL EDUCATION ADVISORY COUNCIL. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED113078

PUBLICATION DATE: 74

TITLE: THE NEED FOR CONSUMER EDUCATION AMONG INDIANS.

PERSONAL AUTHOR: DELORIA, P. S.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY INVOLVEMENT; *CONSUMER EDUCATION; CREDIT (FINANCE); *CULTURAL DIFFERENCES; *ECONOMICALLY DISADVANTAGED; FAMILY ATTITUDES; FAMILY INCOME; POLICY FORMATION; PROGRAM DEVELOPMENT; *RESERVATIONS (INDIAN)

IDENTIFIER: *INDIANIZATION; TRADING POSTS

DESCRIPTIVE NOTE: 19P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

SINCE THE STANDARD APPROACH TO CONSUMER EDUCATION IS BASED UPON THE ECONOMIC SITUATION OF THE AVERAGE AMERICAN AND SINCE THE DEGREE OF AMERICAN INDIAN RESERVATION POVERTY IS SUBSTANTIALLY GREATER THAN THAT OF OTHER GROUPS, IT IS CLEAR THAT THERE IS A NEED FOR INDIAN ORIENTED CONSUMER EDUCATION. BASED UPON A LONG ESTABLISHED CREDIT SYSTEM., RESERVATION ECONOMICS TRADITIONALLY HAVE CENTERED ON THE TRADING POST. DEPENDENT UPON AND EXPLOITED BY WHITE TRADERS, RESERVATION INDIANS HAVE BEEN SUBJECT TO PATRONIZATION BY THE TRADERS WHO, SERVING AS LIAISONS TO THE OUTSIDE WORLD, HAVE CONTROLLED INDIAN COMMUNICATIONS, INCLUDING FEDERAL CHECKS AND EMPLOYMENT OPPORTUNITIES. AS A LANDLORD LEASING OUT INDIAN LANDS TO LOCAL NON-INDIANS, THE RESERVATION INDIAN HAS BEEN THE RECIPIENT OF AN ANNUAL LUMP SUM WHICH HAS PROLIFERATED A "BOOM OR BUST" ECONOMY, OFTEN PUTTING THE INDIAN IN THE POSITION OF HAVING TO BORROW FROM HIS LESSEE. THE EXTENDED FAMILY OF THE RESERVATION INDIAN CONTRIBUTES TO THE BOOM OR BUST ECONOMY, FOR A MAN IS EXPECTED TO SHARE WHATEVER HE HAS, WHENEVER HE HAS IT, WITH HIS EXTENDED FAMILY. INDIAN RESERVATION CONSUMER EDUCATION SHOULD: (1) BE PART OF A LONG RANGE, COMPREHENSIVE ECONOMIC DEVELOPMENT STRATEGY; (2) UTILIZE COMMUNITY AND TRIBAL ORGANIZATIONS AS DELIVERY MECHANISMS; (3) UTILIZE EXISTING LOCAL PROGRAMS AND RESOURCES; AND (4) INCLUDE COMMUNITY INVOLVEMENT. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED113079

PUBLICATION DATE: 74

TITLE: TRAINING NEEDS OF INDIAN PARENT ADVISORY COMMITTEES.

PERSONAL AUTHOR: GRESS, BETTY L.

DESCRIPTOR: *ADVISORY COMMITTEES; *AMERICAN INDIANS; ELEMENTARY SECONDARY EDUCATION; *FEDERAL AID; LEGISLATION; ORGANIZATION; *PARENTS; STATEWIDE PLANNING; *TRAINING

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE I; ESEA TITLE I; IEA TITLE IV; INDIAN EDUCATION ACT TITLE IV; JOHNSON O MALLEY ACT; JOM

DESCRIPTIVE NOTE: 14P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

SINCE TITLE IV OF THE INDIAN EDUCATION ACT OF 1972 STIPULATES ORGANIZATION OF PARENT ADVISORY COMMITTEES FOR INPUT IN PROGRAM DEVELOPMENT AND SINCE FEDERAL AID TO AMERICAN INDIAN EDUCATION HAS BEEN MISUSED AND MISMANAGED IN THE PAST, IT IS ESSENTIAL THAT PARENT ADVISORY COMMITTEES BE TRAINED TO EFFECTIVELY UTILIZE LEGISLATION AFFECTING INDIAN EDUCATION. INDIAN PARENTS NEED TO BE THOROUGHLY ACQUAINTED WITH THE JOHNSON O'MALLEY ACT OF 1934, TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AND TITLE IV OF THE INDIAN EDUCATION ACT OF 1972 IF THEY ARE TO EFFECTIVELY SERVE AS ADVISORY COMMITTEE MEMBERS. GENERALLY, INDIAN PARENTS DO NOT UNDERSTAND THEIR RIGHTS, THE KINDS OF INFORMATION THEY SHOULD HAVE ACCESS TO, OR HOW THEY MIGHT ORGANIZE TO BE EFFECTIVE. HAVING TRIED A VARIETY OF PARENT TRAINING METHODS, THE COALITION OF INDIAN CONTROLLED SCHOOL BOARDS HAS FOUND THAT SENDING A SPECIALIST INTO THE HOME WHERE HE CAN MEET INFORMALLY WITH SMALL GROUPS HAS PRODUCED THE BEST RESULTS. GENERALLY, THE SPECIALIST PRESENTS AN HISTORICAL REVIEW OF THE LAWS; ITEMIZES THE AREAS IN WHICH PARENTS SHOULD BE INVOLVED; AND DETAILS LEGAL RIGHTS RELATIVE TO PROGRAM OPERATIONS AND EXPENDITURES. DEVELOPMENT OF A STATEWIDE ORGANIZATION OF PARENT ADVISORY COMMITTEES TO PLAN FOR USE OF JOHNSON O'MALLEY FUNDS AND TO PRODUCE A LEGISLATIVE HANDBOOK ON INDIAN EDUCATION IS RECOMMENDED. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

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ACCESSION NUMBER: ED113080

PUBLICATION DATE: 74

TITLE: TRAINING NEEDS OF INDIAN PARENT ADVISORY COMMITTEES.

PERSONAL AUTHOR: MISIASZEK, LORRAINE

DESCRIPTOR: *ADVISORY COMMITTEES; *AMERICAN INDIANS; CULTURAL INTERRELATIONSHIPS; ELEMENTARY SECONDARY EDUCATION; INTERACTION; *PARENTS; PROGRAM ADMINISTRATION; RURAL AREAS; SCHOOL PERSONNEL; *TRAINING; *URBAN AREAS

IDENTIFIER: ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I; ESEA TITLE I; IEA TITLE IV; INDIAN EDUCATION ACT TITLE IV

DESCRIPTIVE NOTE: 13P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

HAVING BEEN ACCUSED OF BEING "RUBBER STAMP" COMMITTEES AND HAVING EXPERIENCED RACIAL HOSTILITIES AND CULTURAL FRUSTRATIONS IN OTHER PROGRAMS, THE AMERICAN INDIAN PARENT ADVISORY COMMITTEES ESTABLISHED UNDER TITLE IV OF THE INDIAN EDUCATION ACT OF 1972 NEED TRAINING. URBAN TRAINING PROGRAMS FOR ADVISORY COMMITTEE PARENTS SHOULD BE DEVELOPED WITH THE FOLLOWING CONSIDERATIONS IN MIND: (1) NO ONE SCHOOL USUALLY SERVES ALL INDIANS; (2) NUMEROUS INDIAN PARENTS CANNOT AFFORD THE EXPENSE OF TRAVELING ACROSS TOWN TO MEETINGS; (3) AN OUTREACH EFFORT ON THE PART OF SCHOOL OFFICIALS IS NEEDED TO CONVINCE PARENTS THAT THEY ARE WANTED FOR INPUT INTO TITLE IV PROGRAM EFFORTS; (4) SCHOOL PERSONNEL WILL BE INEFFECTIVE UNLESS THEY WORK ON AN EQUAL BASIS WITH INDIAN PARENTS IN PROGRAM DEVELOPMENT; (5) CONSTRUCTIVE RELATIONSHIPS MUST BE BUILT UPON MUTUAL UNDERSTANDING BETWEEN PARENTS AND EDUCATORS; (6) FACTIONAL GROUPS IN URBAN COMMUNITIES RANGE FROM VERY CONSERVATIVE TO MILITANT. SPECIFIC TRAINING PROGRAM SUGGESTIONS INCLUDE: (1) REPEATED CLARIFICATION OF TITLE IV REGULATIONS; (2) EXPLANATION OF THE VALUABLE RELATIONSHIP BETWEEN SHORT- AND LONG-RANGE GOALS; (3) A MAJOR EMPHASIS ON BASIC SCHOOL FUNCTIONS; (4) THOROUGH EXPLANATION OF THE ART OF TEACHING AS RELATIVE TO DIFFERENT CHILD REARING PRACTICES. RURAL TRAINING PROGRAMS SHOULD EMPHASIZE ALLEVIATION OF HIGH TURNOVER RATES. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED113081

PUBLICATION DATE: 74

TITLE: HEALTH EDUCATION.

PERSONAL AUTHOR: LARRABEE, EUNICE

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY INVOLVEMENT; *CULTURAL AWARENESS; CULTURAL DIFFERENCES; *HEALTH EDUCATION; *PROGRAM DEVELOPMENT; SELF ACTUALIZATION

IDENTIFIER: COMMUNITY HEALTH REPRESENTATIVES; *LAKOTA TUBERCULOSIS AND HEALTH ASSOCIATION

DESCRIPTIVE NOTE: 16P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

FORMED IN 1953 WHEN TUBERCULOSIS WAS RUNNING RAMPANT AMONG THE CHEYENNE RIVER SIOUX, THE SOUTH DAKOTA TB ASSOCIATION BECAME EXEMPLARY OF THE KIND OF RESPONSE TO BE ELICITED FROM THE AMERICAN INDIAN GRASS ROOTS WHEN THE NEED IS INDIAN DEFINED AND THE SOLUTION IS INDIAN DESIGNED. SUCCESS OF THE CHEYENNE RIVER ORGANIZATION IN COMBATING TB BROUGHT ABOUT FORMATION OF THE LAKOTA TUBERCULOSIS CONTROL CONFERENCE, A STATEWIDE HEALTH ORGANIZATION COMPOSED OF 7 SIOUX RESERVATIONS. ASSUMING OTHER HEALTH RESPONSIBILITIES AND EXPANDING BEYOND STATE BOUNDARIES, THIS ORGANIZATION CHANGED ITS NAME IN 1958 TO THE LAKOTA TB AND HEALTH ASSOCIATION AND WAS FORMALLY CHARTERED IN 1968 WHEN IT ADOPTED A CONSITUTION AND BY-LAWS. THE LAKOTA TB AND HEALTH ASSOCIATION THEN BECAME INSTRUMENTAL IN CREATING THE COMMUNITY HEALTH REPRESENTATIVE (CHR) PROGRAMS, PROGRAMS ADMINISTERED UNDER THE INDIAN HEALTH SERVICE WHICH PROVIDE TRAINING FOR INDIAN LIAISONS BETWEEN THE HOSPITALS AND THE COMMUNITIES. CHR'S HAVE BECOME INDISPENSIBLE TO THE INDIAN COMMUNITY, FOR AS BILINGUAL INTERPRETERS OF DOCTOR AND PATIENT INFORMATION, THEY HELP BRIDGE THE GAP BETWEEN INDIAN CULTURAL TRADITIONS AND MODERN HEALTH EDUCATION. TODAY 18 TRIBES ARE MEMBERS OF THE LAKOTA TB AND HEALTH ASSOCIATION, AND IT IS ONLY VIA THESE KINDS OF COMMUNITY-BASED, INDIAN ORGANIZED PROGRAMS THAT INDIAN HEALTH EDUCATION CAN BE EFFECTIVE. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED113084

PUBLICATION DATE: 74

TITLE: INDIAN EDUCATION CONFRONTS THE SEVENTIES. FIVE VOLUMES, VOLUME NO. IV: TECHNICAL PROBLEMS IN INDIAN EDUCATION.

PERSONAL AUTHOR: DELORIA, VINE, JR., ED.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL RESPONSIBILITY; ELEMENTARY SECONDARY EDUCATION; *FEDERAL GOVERNMENT; *FINANCIAL SUPPORT; HIGHER EDUCATION; POLITICAL POWER; SCHOOL DISTRICT AUTONOMY; *STATE GOVERNMENT; TREATIES

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE I; ESEA TITLE I; IEA TITLE IV; INDIAN EDUCATION ACT TITLE IV; JOHNSON O MALLEY ACT; JOM

DESCRIPTIVE NOTE: 238P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

AS THE FOURTH VOLUME IN A FIVE-VOLUME SERIES OF POSITION PAPERS ON INDIAN EDUCATION, THIS PUBLICATION PRESENTS SEVEN PAPERS RELATIVE TO THE TECHNICALITIES OF THE FINANCIAL, POLITICAL, AND LEGISLATIVE PROBLEMS OF INDIAN EDUCATION. PAPERS ARE TITLED AS FOLLOWS: (1) "STATE RESPONSIBILITIES FOR AMERICAN INDIANS--MINNESOTA" (THE QUESTION OF FEDERAL VERSUS STATE FUNDING); (2) "STATE RESPONSIBILITIES FOR AMERICAN INDIANS--TEXAS (THE SUCCESS OF THE TIGUA INDIANS OF EL PASO, TEXAS IN GAINING STATE SUPPORT); (3) "JURISDICTIONAL PROBLEMS OF INDIAN CONTROLLED SCHOOLS" (THE PROBLEM OF PROVIDING INDIAN PEOPLE WITH THE MONETARY, INFORMATIONAL, AND MANPOWER RESOURCES TO SECURE EFFECTIVE CONTROL OF INDIAN SCHOOLS); (4) "PUBLIC SCHOOL FINANCING CONSIDERATIONS FOR AMERICAN INDIAN EDUCATION" (NUMEROUS EDUCATIONAL FINANCE MODELS ARE PRESENTED); (5) "FEDERAL FINANCING OF INDIAN EDUCATION" (DOCUMENTATION OF THE LAWS AND PROGRAMS EARMARKED FOR INDIAN EDUCATION WITH AN EXPLANATION OF THE WAY IN WHICH BOTH CAN BE SUBVERTED); (6) "SOURCES OF FINANCIAL AID FOR AMERICAN INDIAN STUDENTS" (EMPHASIS ON FEDERAL SOURCES OTHER THAN BIA HIGHER EDUCATION FUNDS); (7) "FEDERAL TREATY RESPONSIBILITIES FOR INDIAN EDUCATION" (CONSIDERATION OF THE TYPES OF EDUCATIONAL PROVISIONS FOUND IN TREATIES IN VIEW OF THE FUTURE OF INDIAN EDUCATION). (JC)

ACCESSION NUMBER: ED113085

PUBLICATION DATE: 74

TITLE: STATE RESPONSIBILITIES FOR AMERICAN INDIANS -- MINNESOTA.

PERSONAL AUTHOR: GOODWIN, GEORGE V.; FINN, SKIP

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATION; ELEMENTARY SECONDARY EDUCATION; FEDERAL GOVERNMENT; *FEDERAL STATE RELATIONSHIP; HIGHER EDUCATION; HISTORICAL REVIEWS; *LEGISLATION; RESERVATIONS (INDIAN); *RESPONSIBILITY; STATE GOVERNMENT; TREATIES; URBAN AREAS; WELFARE SERVICES

IDENTIFIER: *MINNESOTA; WARD CONCEPT

DESCRIPTIVE NOTE: 28P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

IT IS IMPORTANT TO REMEBER THAT AMERICAN INDIANS ARE CITIZENS OF BOTH THE NATION AND THE STATE IN WHICH THEY RESIDE AND ARE ENTITLED, THEREFORE, TO SHARE IN ALL PRIVILEGES OF SUCH CITIZENSHIP. THE 1924 CITIZENSHIP ACT WAS MEANT TO PAVE THE WAY FOR GRADUAL TERMINATION OF FEDERAL RESPONSIBILITY FOR INDIANS. HOWEVER, IN MINNESOTA PUBLIC LAW (PL) 280 (1953) SERVED TO CONFUSE RATHER THAN CLARIFY THE RESPONSIBILITY ISSUE, FOR WHILE STATE JURISDICTION OVER LAW AND ORDER WAS ESTABLISHED, TOTAL RESPONSIBILITY WAS SUBJECT TO MISINTERPRETATION SINCE UNDER FEDERAL TREATY INDIAN LAND AND PROPERTY WERE NOT TAXABLE. THE STATE AND INDIANS INTERPRETED PL 280 AS AN AFFIRMATION OF FEDERAL RESPONSIBILITY, BUT FEDERAL OFFICIALS INTERPRETED IT AS THE FINAL STEP IN FULL STATE RESPONSIBILITY. SINCE THE BUREAU OF INDIAN AFFAIRS CONTINUES TO PROVIDE SERVICES TO MINNESOTA'S RESERVATIONS, INDIANS PERCEIVE THEIR EDUCATIONAL NEEDS AS A FEDERAL RESPONSIBILITY, THUS ENHANCING THE "WARD" CONCEPT AND CONTRIBUTING TO PUBLIC CONVICTION THAT INDIAN EDUCATIONAL AND WELFARE SERVICES ARE FEDERAL RESPONSIBILITIES. SINCE AT THIS DATE MINNESOTA HAS NEITHER THE RESOURCES NOR THE STABILITY TO ASSUME RESPONSIBILITY FOR ITS INDIAN CITIZENS, INDIANS ARE DEMANDING CONTINUED FEDERAL COMMITMENT. HOWEVER, TOTAL RESPONSIBILITY LIES WITH THE INDIAN PEOPLE AND THE STATE AND FEDERAL GOVERNMENTS. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED113086

PUBLICATION DATE: 74

TITLE: STATE RESPONSIBILITIES FOR AMERICAN INDIANS -- TEXAS.

PERSONAL AUTHOR: DIAMOND, TOM

DESCRIPTOR: *AMERICAN INDIANS; EQUALIZATION AID; FEDERAL GOVERNMENT; LAND ACQUISITION; *LEGAL RESPONSIBILITY; *NONRESERVATION AMERICAN INDIANS; POLITICS; PROGRAM DESIGN; *RECOGNITION; *STATE FEDERAL AID; STATE GOVERNMENT; TREATIES; TRIBES

IDENTIFIER: BIA; BUREAU OF INDIAN AFFAIRS; *TEXAS; TIGUAS

DESCRIPTIVE NOTE: 21P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

THE TIGUAS OF EL PASO, TEXAS; THE COUSHATTAS OF LOUISIANA; AND THE TORTUGAS OF LAS CRUCES, NEW MEXICO SHARE A COMMON BACKGROUND IN THAT THEY REPRESENT AMERICAN INDIAN TRIBES WHO, HAVING LOST THEIR LAND BASE, HAVE BEEN ABANDONED BY THE BUREAU OF INDIAN AFFAIRS (BIA) AND HAVE EXPERIENCED RECENT CIRCUMSTANCES OF POVERTY. SINCE INDIAN RIGHTS STEM FROM THEIR ORIGINAL OWNERSHIP OF LAND, THE BIA GENERALLY TAKES THE POSITION THAT IT WILL NOT ASSUME RESPONSIBILITY FOR AN INDIAN GROUP WITHOUT A LAND BASE. HOWEVER, TITLE 25 OF THE U.S. CODE (SECTION 334) STATES THAT EQUAL TREATMENT SHOULD BE AFFORDED ALL INDIANS REGARDLESS OF PLACE OF RESIDENCE. DUE TO RECENT EFFORTS ON THE PART OF THE TIGUAS, THE TEXAS STATE LEGISLATURE HAS ASSUMED FULL LEGAL RESPONSIBILITY FOR THESE EL PASO INDIANS. WHILE THE COUSHATTAS AND THE TORTUGAS HAVE NOT BEEN AS SUCCESSFUL, THE TIGUAS HAVE PROVIDED A PRECEDENT AND A BLUEPRINT FOR RECOGNITION OF TRIBES WITHOUT A LAND BASE. RECOGNITION IS A RELATIONSHIP BETWEEN A UNIT OF GOVERNMENT (STATE OR FEDERAL) AND A TRIBE, WHEREIN THE GOVERNMENT PROVIDES SERVICES FOR THE TRIBE WHICH ARE NOT PROVIDED FOR THE GENERAL PUBLIC. A SUGGESTED BLUEPRINT FOR RECOGNITION INVOLVES PROCUREMENT OF: (1) AN ANTHROPOLOGIST TO DOCUMENT TRIBAL HISTORY; (2) AN ATTORNEY TO ACCEPT RESPONSIBILITY FOR COORDINATING THE EFFORT; AND (3) AN EFFECTIVE PUBLIC RELATIONS MAN. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED113087

PUBLICATION DATE: 74

TITLE: JURISDICTIONAL PROBLEMS OF INDIAN CONTROLLED SCHOOLS.

PERSONAL AUTHOR: KILLER, FRANCIS

DESCRIPTOR: ADMINISTRATIVE AGENCIES; *AMERICAN INDIANS; *COMMUNICATION (THOUGHT TRANSFER); *EDUCATIONAL LEGISLATION; ELEMENTARY SECONDARY EDUCATION; FEDERAL AID; LAWS; PARENT PARTICIPATION; *PROGRAM EVALUATION; *SCHOOL DISTRICT AUTONOMY

IDENTIFIER: BIA; BUREAU OF INDIAN AFFAIRS; ELEMENTARY SECONDARY EDUCATION ACT TITLE I; ESEA TITLE I; IEA TITLE IV; INDIAN EDUCATION ACT TITLE IV; JOHNSON O MALLEY ACT; JOM

DESCRIPTIVE NOTE: 25P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

AN OVERWHELMING CONFUSION CAUSED BY LACK OF KNOWLEDGE EXISTS AMONG THE GENERAL PUBLIC, AMERICAN INDIAN PARENTS, AND EVEN INDIAN SCHOOL BOARDS CONCERNING THE RULES, PURPOSES, AND REGULATIONS OF THE MYRIAD PIECES OF LEGISLATION DEALING WITH INDIAN EDUCATION. SUCH CONFUSION IS USED BY SCHOOL ADMINISTRATORS TO PERPETUATE THE POWER IN BUREAU OF INDIAN AFFAIRS (BIA) SCHOOLS AND BY PUBLIC SCHOOL DISTRICTS TO MASK THEIR MISUSE OF INDIAN MONIES. FEDERAL RESPONSIBILITY FOR THE EDUCATION OF ALL INDIAN CHILDREN IS BASED ON: (1) TREATY OBLIGATIONS; (2) GENERAL CITIZENSHIP OBLIGATIONS; AND (3) THE PRACTICALITY OF PROVIDING VIA EDUCATION FOR A BETTER SOCIETY. AS OF 1970, SOME 300,000 INDIAN STUDENTS WERE ENROLLED IN SCHOOLS (BIA REGULAR, BIA CONTRACT, MISSION, COMMUNITY, OFF-RESERVATION AND ON-RESERVATION PUBLIC SCHOOLS). FUNDS APPROPRIATED FOR INDIANS UNDER THE JOHNSON O'MALLEY ACT, THE ELEMENTARY AND SECONDARY EDUCATION ACT, AND THE INDIAN EDUCATION ACT HAVE REPEATEDLY BEEN USED FOR OTHER THAN SPECIFICALLY INDIAN NEEDS. RECOMMENDATIONS FOR LEGISLATIVE AND/OR BUREAUCRATIC REVISION WILL NOT ACCOMPLISH ANYTHING UNTIL CONTROL OF INDIAN EDUCATION IS GIVEN TO INDIANS AND UNTIL ALL MONIES APPROPRIATED FOR INDIAN EDUCATION ARE FUNDED THROUGH A SINGLE GOVERNMENTAL AGENCY SUBJECT TO UNIFORM REGULATIONS AND A MONITORING SYSTEM TO ASSURE INDIAN USE OF FUNDS. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS.

172

ACCESSION NUMBER: ED113088

PUBLICATION DATE: 74

TITLE: PUBLIC SCHOOL FINANCING CONSIDERATIONS FOR AMERICAN INDIAN EDUCATION.

PERSONAL AUTHOR: ALEXANDER, DAVID

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL FINANCE; EDUCATIONAL NEEDS; ELEMENTARY SECONDARY EDUCATION; EQUALIZATION AID; *FEDERAL AID; *MODELS; PROBLEMS; RESOURCE ALLOCATIONS; *STATE AID

DESCRIPTIVE NOTE: 40P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

CURRENT PROBLEMS IN EDUCATIONAL FINANCE CENTER ON REVENUE SOURCES, EQUALIZATION OF EDUCATIONAL OPPORTUNITIES, EFFICIENCY, AND ADEQUACY. AS OF 1972, THE PERCENTAGES OF REVENUE RECEIVED FROM FEDERAL, STATE, AND LOCAL SOURCES FOR PUBLIC SCHOOLS WERE: 7.1 PERCENT, 40.9 PERCENT, AND 52 PERCENT RESPECTFULLY. SINCE CONSOLIDATION OF CERTAIN CATEGORICAL FEDERAL AID PROGRAMS SEEMS TO BE A TREND, PERHAPS AN EFFECTIVE USE OF FEDERAL FUNDS WOULD BE TO COMBINE CATEGORICAL PROGRAMS INTO GENERAL AID UNDER A PLAN COMPARABLE TO ONE OF THE FOLLOWING: (1) A NATIONAL FOUNDATION PROGRAM PROVIDING A MINIMUM EDUCATIONAL LEVEL FOR ALL CHILDREN EQUALIZED ACCORDING TO THE ABILITY OF THE STATES; (2) FLAT GRANTS WITH NO REQUIRED LOCAL OR STATE EFFORT TO BE USED AS A GENERAL PURPOSE GRANT; (3) EQUAL GRANTS BUT REQUIRING EACH LOCAL AND STATE GOVERNMENT TO PROVIDE A CERTAIN EFFORT. WHEN LOOKING AT FINANCE MODELS, AMERICAN INDIANS SHOULD CONSIDER THE SOURCES OF REVENUE, THE SPECIAL EDUCATIONAL NEEDS OF INDIAN STUDENTS, AND EQUALIZATION. THE FOLLOWING ARE MODELS WHICH MAY BE CONSIDERED: (1) COMPLETE LOCAL SUPPORT; (2) FLAT GRANT; (3) EQUALIZATION; (4) FULL STATE (FEDERAL) SUPPORT; AND (5) FULL SUPPORT (STATE OR FEDERAL). THE LATTER MODEL WOULD PROVE MOST FEASIBLE FOR INDIANS, AS IT WOULD INCORPORATE COST DIFFERENTIALS FOR STUDENTS OF DIFFERENT NEEDS YET WOULD NOT MAKE EDUCATION DEPENDENT UPON THE WEALTH OF THE DISTRICT. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED113089

PUBLICATION DATE: 74

TITLE: FEDERAL FINANCING OF INDIAN EDUCATION.

PERSONAL AUTHOR: LOON, ERIC VAN

DESCRIPTOR: ADVISORY COMMITTEES; *AMERICAN INDIANS; *EDUCATIONAL ACCOUNTABILITY; ELEMENTARY SECONDARY EDUCATION; *FEDERAL AID; FEDERAL STATE RELATIONSHIP; *LEGISLATION; PARENT PARTICIPATION; *PROGRAM ADMINISTRATION; STATE DEPARTMENTS OF EDUCATION

IDENTIFIER: BIA; BUREAU OF INDIAN AFFAIRS; ELEMENTARY SECONDARY EDUCATION ACT TITLE I; ESEA TITLE I; IEA TITLE IV; INDIAN EDUCATION ACT TITLE IV; JOHNSON O MALLEY ACT; JOM

DESCRIPTIVE NOTE: 42P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

SINCE OVER 200 MILLION FEDERAL DOLLARS ARE DISBURSED ANNUALLY FOR AMERICAN INDIAN EDUCATION UNDER BUREAU OF INDIAN AFFAIRS (BIA), ELEMENTARY SECONDARY EDUCATION ACT TITLE I, INDIAN EDUCATION ACT TITLE IV, AND JOHNSON O'MALLEY PROGRAMS, IT IS DIFFICULT TO UNDERSTAND THE DISMAL STATE OF INDIAN EDUCATION. HOWEVER, FACTORS CONTRIBUTING TO ABUSE OF FEDERAL FUNDS HAVE BEEN IDENTIFIED AS: (1) USE OF COMPENSATORY FUNDS FOR BACKWARD BUDGET BUILDING; (2) USE OF COMPENSATORY FUNDS TO BUY EQUIPMENT FOR GENERAL USE; (3) OPEN ENROLLMENT OF TARGET PROGRAMS; (4) USE OF TARGET FUNDS FOR ADMINISTRATIVE OVERHEAD; (5) LEGAL DIVERSION OF TARGET FUNDS BY MANIPULATION OF ALLOCATION FORMULAS; (6) LACK OF REGULATION ENFORCEMENT BY STATE DEPARTMENTS OF EDUCATION; (7) MANIPULATION AND INTIMIDATION OF PARENT ADVISORY COMMITTEES (PAC); (8) FEDERAL LAXITY IN REGULATORY ENFORCEMENT. THE FOLLOWING STEPS SHOULD BE TAKEN TO DISPEL ABUSE OF FEDERAL FUNDS: (1) UTILIZE INDIAN PERSONNEL IN PROGRAM ADMINISTRATION; (2) ASSEMBLE A STAFF UNDER THE DEPUTY COMMISSIONER FOR INDIAN EDUCATION THAT WILL INSIST STATE EDUCATIONAL AGENCIES DO THEIR JOBS; (3) ASSURE STATE OFFICIALS THAT COMPARABILITY AND PARTICIPATION REPORTS ARE PREREQUISITE TO RECEIPT OF FEDERAL FUNDS; (4) EXPAND THE ROLE OF THE INDIAN NATIONAL ADVISORY COUNCIL TO INCLUDE EVALUATION OF BIA PROGRAMS; (5) CONSOLIDATE PAC'S INTO A POWERFUL BODY TO SERVE AS A CONSTANT COMMUNITY COUNTERWEIGHT. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

174

ACCESSION NUMBER: ED113090

PUBLICATION DATE: 74

TITLE: SOURCES OF FINANCIAL AID FOR AMERICAN INDIAN STUDENTS.

PERSONAL AUTHOR: LEITKA, EUGENE

DESCRIPTOR: *AGENCY ROLE; *AMERICAN INDIANS; CIVIL RIGHTS; COLLEGE PROGRAMS; EQUALIZATION AID; *FEDERAL AID; *HIGHER EDUCATION; *INSTITUTIONAL ROLE; RESPONSIBILITY

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 21P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

SOME 22,000 AMERICAN INDIAN STUDENTS REQUESTED ASSISTANCE FOR HIGHER EDUCATION FROM THE BUREAU OF INDIAN AFFAIRS (BIA) IN 1973, BUT THE BIA ONLY HAD FUNDS FOR 11,395 STUDENTS. WHILE FUNDS THEORETICALLY WERE AVAILABLE FROM OTHER SOURCES, ONLY 3,000 OUT OF 12,000 ELIGIBLE STUDENTS WERE ABLE TO BENEFIT FROM THEM. A COOPERATIVE AGREEMENT BETWEEN THE U.S. OFFICE OF EDUCATION, THE BIA, AND THE OFFICE OF U.S. CIVIL RIGHTS IS PENDING RELEASE. THE AGREEMENT IS DESIGNED TO ELIMINATE DISCRIMINATION AGAINST INDIAN STUDENTS SEEKING FINANCIAL AID FROM OTHER AVAILABLE FEDERAL SOURCES AND IS DIRECTED TOWARD THE EDUCATIONAL INSTITUTIONS AS RECIPIENTS OF FEDERAL FUNDS, PLACING THEM UNDER CONTRACTUAL COMPLIANCE PROCEDURES AND MAKING IT THEIR RESPONSIBILITY TO SERVE ALL RACES WITHOUT DISCRIMINATION. A PROPOSED DRAFT WAS PRODUCED IN JANUARY OF 1974 BY THE U.S. OFFICE OF CIVIL RIGHTS, WHICH IF ADOPTED WILL BRING ABOUT CLARIFICATION OF COLLEGE RESPONSIBILITIES IN THIS MATTER. THE DIRECTIVE STATES: (1) THAT FUNDS PROVIDED UNDER THE BASIC EDUCATIONAL OPPORTUNITY GRANT OR OTHER FEDERAL PROGRAMS ARE TO BE MADE AVAILABLE TO ALL ELIGIBLE INDIAN APPLICANTS ON AN EQUAL BASIS WITHOUT REGARD TO THEIR ELIGIBILITY FOR ASSISTANCE THROUGH PROGRAMS OPERATED BY THE BIA; AND (2) THAT THE LEVEL OF INDIAN NEED IS NOT TO BE PROJECTED AS LOWER THAN THAT OF NON-INDIANS. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED113091

PUBLICATION DATE: 74

TITLE: FEDERAL TREATY RESPONSIBILITY FOR INDIAN EDUCATION.

PERSONAL AUTHOR: DELORIA, VINE, JR.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL RESPONSIBILITY; *FEDERAL GOVERNMENT; HISTORICAL REVIEWS; *LEGAL RESPONSIBILITY; SCHOOL DISTRICT AUTONOMY; *TREATIES; TRIBES

DESCRIPTIVE NOTE: 40P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

IN VIEW OF PRIOR TREATIES AND RECENT LAWS, AMERICAN INDIAN AFFAIRS SEEM TO FLUCTUATE BETWEEN TWO DIFFERENT PROBLEMS--THE EXTENT OF FEDERAL CONTROL "OVER" INDIANS AND THE EXTENT OF FEDERAL RESPONSIBILITY "TO" INDIANS. SINCE TREATY INTERPRETATIONS OFTEN COME YEARS AFTER RATIFICATION, IT IS NECESSARY THAT A TREATY BE LIBERALLY CONSTRUED TO THE END THAT INDIANS RETAIN THE BENEFITS CONFERRED AT THE TIME THE TREATY WAS MADE. GIVEN THE TRUSTEESHIP POSITION OF THE U.S. GOVERNMENT, THERE IS NO WAY THAT IT CAN STAND BACK AND PRETEND IT MUST DEAL WITH THE TRIBES ON A BASIS OF EQUAL RESPONSIBILITY FOR ALL CITIZENS. MOREOVER, SINCE TREATIES WERE MADE BETWEEN TRIBES AND THE NATION, THERE IS A TRUST RESPONSIBILITY INHERENT IN ALL GOVERNMENT AGENCIES, NOT JUST THE DEPARTMENT OF INTERIOR. IT IS NECESSARY TO SURVEY NUMEROUS TREATIES TO DETERMINE THE FUTURE PROBABILITIES OF THE TREATY RIGHTS ISSUE AS IT MAY ARISE IN THE FIELD OF EDUCATION. WHILE EXTENSIVE RESEARCH IS NEEDED TO DOCUMENT RESPONSIBILITY TO INDIVIDUAL TRIBES, A BRIEF SURVEY OF TREATIES REVEALS THE FOLLOWING KINDS OF FEDERAL EDUCATIONAL OBLIGATIONS: (1) PERPETUAL SERVICES; (2) IMPLIED PERPETUAL SERVICES; (3) LONG-TERM SERVICES, SUBJECT TO PRESIDENTIAL TERMINATION; (4) TRANSFER OF LAND FOR SERVICES OR FUNDS; (5) TRIBAL EDUCATIONAL FUNDS UPON RATIFICATION; (6) THE RIGHT TO INDIAN CONTROLLED SCHOOLS. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED113092

PUBLICATION DATE: 74

TITLE: INDIAN EDUCATION CONFRONTS THE SEVENTIES. FIVE VOLUMES, VOLUME V: FUTURE CONCERNS.

PERSONAL AUTHOR: DELORIA, VINE, JR., ED.

DESCRIPTOR: *AMERICAN INDIANS; BICULTURALISM; BILINGUAL EDUCATION; COMMUNITY COLLEGES; *COMMUNITY INVOLVEMENT; CORRECTIONAL EDUCATION; ECONOMIC DEVELOPMENT; *EDUCATIONAL OBJECTIVES; ELEMENTARY SECONDARY EDUCATION; FUTURES (OF SOCIETY); HIGHER EDUCATION; *RESERVATIONS (INDIAN); SELF ACTUALIZATION; *URBAN POPULATION; VOCATIONAL DEVELOPMENT

IDENTIFIER: *INDIANIZATION

DESCRIPTIVE NOTE: 190P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

AS THE FIFTH VOLUME IN A FIVE-VOLUME SERIES OF POSITION PAPERS ON INDIAN EDUCATION, THIS PUBLICATION PRESENTS SIX PAPERS RELATIVE TO FUTURE CONCERNS IN INDIAN EDUCATION. PAPERS ARE TITLED AS FOLLOWS: (1) "BILINGUAL AND BICULTURAL EDUCATION FOR AMERICAN INDIANS" (REVITALIZATION OF INDIAN "LIFE" PRINCIPLES VIA BILINGUAL/BICULTURAL EDUCATION IS PROPOSED AS A KEY TO FUTURE INDIAN EDUCATION); (2) "INDIAN COMMUNITY COLLEGES" (THE POTENTIAL OF RESERVATION BASED COMMUNITY COLLEGES IS DISCUSSED IN TERMS OF TOTAL COMMUNITY DEVELOPMENT); (3) "THE NEED FOR EDUCATION PROGRAMS FOR AMERICAN INDIANS IN PRISON" (A REVIEW OF THE INITIAL SUCCESS AND ULTIMATE FAILURE OF THE SAN QUENTIN EDUCATIONAL PROGRAM IS USED TO MAKE A PLEA FOR INDIAN ORIENTED PRISON EDUCATION); (4) "NEW POTENTIALS FOR MODERN INDIAN ECONOMIC DEVELOPMENT" (UTILIZING MODERN TECHNIQUES AND TRADITIONAL INDIAN IDEOLOGIES, A CASE IS MADE FOR DEVELOPING RESERVATION ECONOMIES CENTERED ON FOOD PRODUCTION AND ENERGY CONSERVATION); (5) "EDUCATION AND THE URBAN INDIAN" (SPECIFIC URBAN PROBLEMS ARE IDENTIFIED AND SUGGESTIONS ARE MADE FOR IMPROVING URBAN INDIAN EDUCATION); (6) "LONG AND SHORT RANGE GOALS FOR INDIAN EDUCATION" (DIFFERENTIATING BETWEEN GOALS AND OBJECTIVES, A FRAMEWORK FOR DEVELOPING LONG RANGE GOALS AND SHORT RANGE OBJECTIVES IS PRESENTED). (JC)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED113093

PUBLICATION DATE: 74

TITLE: BILINGUAL AND BICULTURAL EDUCATION FOR AMERICAN INDIANS.

PERSONAL AUTHOR: PURLEY, ANTHONY F.

DESCRIPTOR: *AMERICAN INDIANS; BASIC SKILLS; *BICULTURALISM; *BILINGUAL EDUCATION; COMMUNITY CONSULTANTS; COST EFFECTIVENESS; *EDUCATIONAL RESEARCH; ELEMENTARY SECONDARY EDUCATION; *EVALUATION NEEDS; SELF EVALUATION; SOCIAL VALUES; STUDENT MOTIVATION; SYSTEMS APPROACH; TEACHING QUALITY

IDENTIFIER: *INDIANIZATION

DESCRIPTIVE NOTE: 35P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

THOSE CONCERNED WITH AMERICAN INDIAN EDUCATION MUST RECOGNIZE THE VALUE INHERENT IN REVITALIZATION OF THE FUNDAMENTAL INDIAN "LIFE" PRINCIPLES. TO THIS END, A CRITICAL EXAMINATION OF PRESENT INDIAN BILINGUAL AND BICULTURAL PROGRAMS IS SORELY NEEDED. TO PROVIDE A FAVORABLE CLIMATE FOR VALID RESEARCH IN THE EVALUATION OF SPECIAL PROGRAMS, HIGHEST PRIORITY MUST BE GIVEN TO CONSIDERATION OF: (1) THE EDUCABILITY OF INDIAN YOUTH; (2) THE MISCONCEPTION OF AN EITHER/OR PROPOSITION RELATIVE TO ACADEMIC AND BILINGUAL EDUCATION; (3) THE LACK OF A SOLID FOUNDATION IN COMMUNICATIVE AND COMPUTATIVE SKILLS AS THE GREATEST DETERRENT TO INDIAN EDUCABILITY; (4) THE RIGID DEFINITIONS APPLIED TO COMPENSATORY PROGRAM ALLOCATIONS. IN RESPONSE TO A FELT NEED FOR BETTER EVALUATION OF SPECIAL INDIAN EDUCATION PROGRAMS, THE FOLLOWING METHODOLOGIES ARE PROPOSED: (1) THE SYSTEMS APPROACH; (2) COST BENEFIT ANALYSES; (3) USE OF COMMUNITY LEADER, TEACHER, AND STUDENT CONSULTANTS; (4) PERIODIC SELF EVALUATIONS BY SCHOOL STAFF AND ADMINISTRATORS. RECOMMENDATIONS FOR FUTURE BILINGUAL/BICULTURAL PROGRAMS INCLUDE RESEARCH TO: (1) DEVELOP AN ACCURATE PICTURE OF THE STATUS OF SUCH PROGRAMS; (2) DETERMINE THE STANDARDS OF BILINGUAL/BICULTURAL EDUCATORS; (3) EXPLORE THE PROBLEMS OF STUDENT MOTIVATION; (4 EVALUATE DEMONSTRATION PROJECTS IN INDIAN EDUCATION RESOURCE DEVELOPMENT AND TRAINING. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NM 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED113094

PUBLICATION DATE: 74

TITLE: AMERICAN INDIAN COMMUNITY COLLEGES.

PERSONAL AUTHOR: ONE FEATHER, GERALD

DESCRIPTOR: *ACCREDITATION (INSTITUTIONS); ACCULTURATION; *AMERICAN INDIANS; BICULTURALISM; BILINGUAL EDUCATION; *COMMUNITY COLLEGES; CULTURAL AWARENESS; EDUCATIONAL PHILOSOPHY; FEDERAL GOVERNMENT; *GOVERNMENT ROLE; HIGHER EDUCATION; LEGAL RESPONSIBILITY; RESERVATIONS (INDIAN); *SELF ACTUALIZATION; TRIBES

IDENTIFIER: *AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM; DAKOTA COMMUNITY COLLEGES; NAVAJO COMMUNITY COLLEGE

DESCRIPTIVE NOTE: 44P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

WITH THE EMERGENCE OF RESERVATION BASED COMMUNITY COLLEGES (TH NAVAJO COMMUNITY COLLEGE AND THE DAKOTA COMMUNITY COLLEGES), THE AMERICAN INDIAN PEOPLE, AS DECISION MAKERS IN THESE INSTITUTIONS, ARE PROVIDING INDIANS WITH THE TECHNICAL SKILLS AND CULTURAL KNOWLEDGE NECESSARY FOR SELF-DETERMINATION. CONFRONTED WITH LIMITED NUMBERS OF ACCREDITED INDIAN PERSONNEL, A LIMITED BUDGET, AND LIMITED TECHNICAL ASSISTANCE, THESE INDIAN INSTITUTIONS ARE EMBRACING AN EDUCATIONAL PHILOSOPHY WHICH EMPHASIZES THE KIND OF OCCUPATIONAL, GENERAL, AND CULTURAL EDUCATION THAT WILL HELP TO SOLVE RESERVATION PROBLEMS. MAJOR ISSUES CONFRONTING INDIAN COMMUNITY COLLEGES IN THE FUTURE WILL BE: (1) THE MONETARY AND SOCIAL PROBLEMS OF THE RESERVATIONS (2) RECRUITMENT OF SUBSTANTIAL NUMBERS OF INDIAN FACULTY; (3) DETERMINATION OF THE TRIBAL-FEDERAL RELATIONSHIP AND THE FEDERAL ROLE IN INDIAN SELF-DETERMINATION; (4) DEVELOPMENT OF AN ACCREDITING AGENCY TO DEAL WITH THE LEGAL AND CULTURAL STANDARDS OF TRIBAL INSTITUTIONS AND PROGRAMS, PARTICULARLY OCCUPATIONAL AND CULTURAL PROGRAMS; (5) CAREFUL CONSIDERATION OF THE EFFECTS OF THE ASSIMILATION, THE CULTURAL KNOWLEDGE, AND THE BILINGUAL/BICULTURAL PHILOSOPHIES OF EDUCATION; (6) THE EFFECTIVENESS OF THE AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM IN DEALING WITH FEDERAL AGENCIES AND THE NATIONAL ACADEMIC COMMUNITY. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NM 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED113095

PUBLICATION DATE: 74

TITLE: THE NEED FOR EDUCATION PROGRAMS FOR AMERICAN INDIANS IN THE PRISONS.

PERSONAL AUTHOR: NORDWALL, ADAM

DESCRIPTOR: ADULT VOCATIONAL EDUCATION; AGENCY ROLE; *AMERICAN INDIANS; *CORRECTIONAL EDUCATION; CORRECTIONAL REHABILITATION; DISADVANTAGED GROUPS; *ETHNIC STUDIES; *PROGRAM DEVELOPMENT; *SELF ACTUALIZATION

IDENTIFIER: BIA; BUREAU OF INDIAN AFFAIRS; *SAN QUENTIN PRISON

DESCRIPTIVE NOTE: 31P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

PROMPTED BY EMBARRASSMENT AND FRUSTRATION IN DEALING WITH AMERICAN INDIAN PRISONERS, SAN QUENTIN OFFICIALS DECIDED IN THE EARLY 60'S TO SECURE OUTSIDE HELP. UNDER GUIDANCE BY AN OUTSIDE SPONSOR, A VISITATION PROGRAM WAS ESTABLISHED WHICH, IN TURN, LED TO ORGANIZATION OF THE AMERICAN INDIAN CULTURAL GROUP (AICG). MOTIVATED BY PRIDE AND EMBARRASSMENT AT ITS LIMITED KNOWLEDGE, THE AICG REQUESTED INFORMATIVE MATERIALS ON INDIAN CULTURE WHICH LED TO SUPPORTIVE SPONSORSHIP BY THE UNITED BAY AREA COUNCIL OF AMERICAN INDIAN AFFAIRS AND ULTIMATELY A "JOINT STATEMENT OF PRINCIPLES OF COOPERATION" BETWEEN THE BUREAU OF INDIAN AFFAIRS (BIA) AND THE CALIFORNIA STATE DEPARTMENT OF CORRECTIONS. THIS JOINT STATEMENT CALLED FOR EMPLOYMENT ASSISTANCE, VOCATIONAL TRAINING, AND COLLEGE SCHOLARSHIPS. THOUGH THE ENSUING PROGRAM PRODUCED IMPRESSIVE RESULTS, IT DISSIPATED AFTER 6 SEMESTERS, AND TODAY SAN QUENTIN HAS A 90 PERCENT INDIAN RECIDIVISM RATE. THERE ARE DECIDED PARALLELS BETWEEN THE PRACTICES OF THE BIA AND THE PRISON SYSTEMS, AS BOTH ARE RESPONSIBLE FOR THE COLLECTIVE DEPENDENCY OF THE INDIAN. AS THERE ARE ALSO FEW DIFFERENCES BETWEEN THE ENFORCED COERCIVE DEPENDENCY OF THE PRISON/RESERVATION SYSTEMS AND THE COLLECTIVE INTERDEPENDENCY OF TRIBAL WAYS, THE INDIAN CONVICT MUST BE ENCOURAGED TO THINK FOR HIMSELF VIA APPROPRIATE EDUCATIONAL PROGRAMS SUCH AS THAT INSTITUTED AT SAN QUENTIN. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NM 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

180

ACCESSION NUMBER: ED113096

PUBLICATION DATE: 74

TITLE: NEW POTENTIALS FOR MODERN INDIAN ECONOMIC DEVELOPMENT.

PERSONAL AUTHOR: HEATH, WALLACE G.

DESCRIPTOR: AGRICULTURAL PRODUCTION; *AMERICAN INDIANS; COMMUNITY ACTION; COMMUNITY COORDINATION; *CULTURAL CONTEXT; *ECONOMIC DEVELOPMENT; EDUCATIONAL ALTERNATIVES; ENERGY CONSERVATION; FOOD; INCOME; INNOVATION; JOB DEVELOPMENT; MODELS; *NATURAL RESOURCES; *RESERVATIONS (INDIAN); SELF ACTUALIZATION

IDENTIFIER: FORT YUMA HYDROPONIC FARMING SYSTEM; LUMNI INDIAN AQUACULTURE PROJECT; PYRAMID LAKE PAIUTE PROJECTS

DESCRIPTIVE NOTE: 36P.: FOR RELATED DOCUMENTS, SEE ED 113 064-099.

RECENTLY AMERICAN INDIANS HAVE EXPERIENCED AN UNPRECEDENTED RENAISSANCE IN COMMUNITY SPIRIT. CAPITALIZING UPON THIS SPIRIT, INDIAN ECONOMIC DEVELOPMENT SHOULD BE DIRECTED TOWARD PARTICULAR COMMUNITY NEEDS, UTILIZING INDIAN LEADERSHIP TO DETERMINE NEEDED TRAINING AND DEVELOPMENT PROGRAMS. THERE IS NO QUESTION BUT THAT THE MAJORITY OF INDIAN RESERVATIONS HAVE ADEQUATE RESOURCES FOR SELF-SUPPORT. THE PROBLEM LIES IN COMBINING A COMMUNITY'S NATURAL AND HUMAN RESOURCES WITH ITS CULTURAL STRENGTHS TO PROMOTE A COHESIVE EFFORT. EDUCATIONAL REORIENTATION IS VITAL TO THIS PROCESS, FOR EDUCATION MUST BE RELATED TO COMMUNITY ECONOMIC DEVELOPMENT EFFORTS. RECENT EXAMPLES OF INNOVATIVE INDIAN ECONOMIC DEVELOPMENT PROGRAMS WHICH HAVE MET INDIVIDUALIZED TRIBAL NEEDS INCLUDE: (1) THE FORT YUMA RESERVATION'S HYDROPONIC FARMING SYSTEM; (2) THE LUMNI INDIAN AQUACULTURE PROJECT; AND (3) THE PYRAMID LAKE PAIUTE PROJECT. ONE OF THE MOST PROMISING PROJECTS YET TO BE EXPLORED BY THE RESERVATIONS IS THAT OF A MODERN FOOD PRODUCTION SYSTEM WHICH UTILIZES TRIBALLY OWNED ENERGY RESOURCES, SINCE SUCH A SYSTEM WOULD INCREASE JOBS AND INCOME FAR BEYOND THAT DERIVED FROM SELLING FUEL ON A ROYALTY BASIS. BY UTILIZING RESOURCE POOLS AND COOPERATIVE MARKETING PROGRAMS, SEVERAL TRIBES COULD COMPETE WITH NON-INDIAN FOOD PRODUCTION AND THUS CONTRIBUTE TO U.S. FOOD AND ENERGY CONSERVATION. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NM 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED113097

PUBLICATION DATE: 74

TITLE: EDUCATION AND THE URBAN INDIAN.

PERSONAL AUTHOR: MORRIS, JOANN SEBASTIAN

DESCRIPTOR: *ADJUSTMENT PROBLEMS; *AMERICAN INDIANS; CULTURAL DIFFERENCES; *EDUCATIONAL PROBLEMS; ELEMENTARY SECONDARY EDUCATION; INSTRUCTIONAL MATERIALS; *RELOCATION; SCHOOL PERSONNEL; SENSITIVITY TRAINING; SOCIAL SERVICES; TEACHING TECHNIQUES; *URBAN POPULATION

IDENTIFIER: *INDIANIZATION

DESCRIPTIVE NOTE: 17P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

DUE TO THE FEDERAL RELOCATION PROGRAMS, AMERICAN INDIAN MIGRATION TO URBAN AREAS HAS INTENSIFIED OVER THE PAST 20 YEARS. THE INDIAN WHO MOVES FROM THE RESERVATION TO THE CITY ENCOUNTERS AN ALIEN CULTURE AND, CONSEQUENTLY, EXPERIENCES IMMENSE DIFFICULTIES IN SECURING EMPLOYMENT, HOUSING, HEALTH SERVICES, AND FAIR, UNPREJUDICED TREATMENT FROM LAW ENFORCEMENT AND OTHER CITY/COUNTY OFFICIALS. ALTHOUGH THE FEDERAL GOVERNMENT HAS PUBLCLY RECOGNIZED ITS FAILURE TO PROMOTE INDIAN ASSIMILATION VIA RELOCATION, THE PRESSURES TO INTEGRATE HAVE BEEN PERPETUATED BY THE URBAN EDUCATIONAL INSTITUTIONS. AMONG THE MANY ADJUSTMENT PROBLEMS ENCOUNTERED BY URBAN INDIAN ELEMENTARY AND SECONDARY STUDENTS ARE: (1) CULTURAL DIFFERENCES; (2) ALIEN LEARNING STYLES; (3) LANGUAGE DIFFERENCES; (4) PARENTAL TRANSIENCY; (5) ECONOMICALLY IMPOSED TRUANCY; (6) NORM ORIENTED TEACHING MATERIALS; AND (7) PREJUDICIAL ATTITUDES ON THE PART OF SCHOOL PERSONNEL. SUGGESTED MEANS FOR "INDIANIZING" THE STANDARD URBAN SCHOOL INCLUDE: (1) PROMOTING INDIAN VISIBILITY VIA PARENT ORGANIZATIONS; (2) PROVIDING CURRICULUM FLEXIBILITY TO INCLUDE THE INDIAN VIEW POINT; (3) UTILIZING TEACHING MATERIALS RELEVANT TO INDIANS; (4) UTILIZING SMALL GROUP AND SELF-DIRECTED INSTRUCTION TECHNIQUES; AND (5) RETRAINING AND SENSITIZING NON-INDIAN SCHOOL PERSONNEL TO ACCEPT CULTURAL DIFFERENCES. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NM 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS.

182

ACCESSION NUMBER: ED113098

PUBLICATION DATE: 74

TITLE: LONG AND SHORT RANGE GOALS FOR INDIAN EDUCATION.

PERSONAL AUTHOR: CORBETT, CECIL

DESCRIPTOR: ACTION RESEARCH; *AMERICAN INDIANS; CAREER EDUCATION; COMMUNITY DEVELOPMENT; *CULTURAL PLURALISM; *EDUCATIONAL OBJECTIVES; FUTURES (OF SOCIETY); MANAGEMENT DEVELOPMENT; *MODELS; *SELF ACTUALIZATION; SOCIAL CHANGE; VOCATIONAL DEVELOPMENT

IDENTIFIER: *EDUCATIONAL GOALS

DESCRIPTIVE NOTE: 15P.; FOR RELATED DOCUMENTS, SEE ED 113 064-099.

AMERICAN INDIAN EDUCATION NEEDS A FRAMEWORK IN WHICH TO SEQUENCE AND PRIORITIZE OBJECTIVES. BROAD GOALS MUST BE TRANSLATED INTO SPECIFIC PRODUCT, PROCESS, AND CONSEQUENCE OBJECTIVES, WHICH REALISTICALLY CONSIDER THE FUTURE IN TERMS OF PROMOTING ADAPTATION TO CHANGE. A FUTURE ORIENTED FRAMEWORK FOR CONSIDERATION MIGHT BE A POWER INCLUSION MODEL WHICH DEPICTS A PROGRESSION FROM SEPARATISM TO PLURALISM AND WHICH DELINEATES A MULTI-CULTURAL SOCIETY AS ITS MAJOR GOAL. IN SUCH A MODEL, SEPARATISM ACTS AS A PROCESS OBJECTIVE, WHILE POWER INCLUSION ACTS TO INCLUDE ALL IN FREEDOM OF CHOICE, SELF-DETERMINATION, AND SELF-CONTROL. GIVEN THE GOAL OF A MULTI-CULTURAL SOCIETY IN WHICH THE WHOLE BECOMES MORE THAN THE SUM OF THE PARTS THOUGH THE PARTS ARE STILL IDENTIFIABLE, SPECIFIC INDIAN EDUCATION OBJECTIVES SHOULD INCLUDE CONSIDERATION OF: (1) INDIAN EDUCATION AS A DISCIPLINE; (2) ACTION ORIENTED RESEARCH; (3) EDUCATIONAL MANAGEMENT BY OBJECTIVES; (4) FUNDING FOR DEVELOPMENT OF MIDDLE MANAGEMENT; (5) CAREER EDUCATION IN CONJUNCTION WITH PERSONAL AND COMMUNITY DEVELOPMENT; (6) A REEMPHASIS ON VOCATIONAL OPPORTUNITIES; (7) PROVISIONS (MONETARY) FOR MARRIED STUDENTS IN HIGHER EDUCATION; (8) INDIVIDUALIZED AND SELF-PACED INSTRUCTION TECHNIQUES; AND (9) LONG TERM FUNDING SYSTEMS. (JC)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 113 064. ERIC/CRESS, BOX 3AP, LAS CRUCES, NM 88003 (ON LOAN)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED113110

PUBLICATION DATE: 75

TITLE: INDEX TO LITERATURE ON THE AMERICAN INDIAN, 1973.

PERSONAL AUTHOR: HENRY, JEANNETTE, ED.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *BIBLIOGRAPHIES; *BOOKS; CULTURAL BACKGROUND; INDEXES (LOCATERS); *LITERATURE GUIDES; *PERIODICALS; RESOURCE GUIDES

DESCRIPTIVE NOTE: 297P.; FOR RELATED DOCUMENT, SEE ED 091 122

AN ALPHABETICAL INDEX BY AUTHOR AND SUBJECT AREA, THIS VOLUME INDEXES BOTH POPULAR AND SCHOLARLY PERIODICAL AND BOOK LITERATURE PUBLISHED ABOUT THE AMERICAN INDIAN FOR THE YEAR 1973. THE VOLUME COVERS 88 SUBJECT AREAS AND 119 PERIODICALS. PERIODICALS IN EXISTENCE FOR LESS THAN A YEAR AND NEWSPAPERS ARE NOT INCLUDED. AMONG THE SUBJECT AREAS ARE: ACCULTURATION, ARCHAEOLOGY, EDUCATION, HEALTH, HISTORY, LAW AND LITIGATION, RELIGION, SOVEREIGNTY, TRIBAL GOVERNMENTS, WATER AND WATER RIGHTS, AND WOMEN. (NQ)

AVAILABILITY: INDIAN HISTORIAN PRESS, INC., 1451 MASONIC AVE., SAN FRANCISCO, CALIF. 94117 ($10.00 PLUS POSTAGE)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED113111

PUBLICATION DATE: 1 MAR 75

TITLE: CHOCTAW ADULT EDUCATION, VOLUME I. (A 309(B) DEMONSTRATION PROJECT) FINAL REPORT.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *ADULT EDUCATION; *AMERICAN INDIANS; CAREER EDUCATION; *CAREER LADDERS; *DEMONSTRATION PROGRAMS; HISTORY; INDIVIDUALIZED INSTRUCTION; *INDIVIDUAL POWER; PARAPROFESSIONAL SCHOOL PERSONNEL; PROGRAM DESCRIPTIONS; RESERVATIONS (INDIAN)

IDENTIFIER: *CHOCTAWS; MISSISSIPPI

DESCRIPTIVE NOTE: 87P.

THE CHOCTAW ADULT EDUCATION PROGRAM WAS DESIGNED TO GIVE THE ADULTS ACCESS TO AN EDUCATIONAL PROGRAM IN THEIR OWN COMMUNITIES. IT WAS BASED ON THE CONCEPT THAT EQUAL EMPHASIS WOULD BE PLACED ON THE DELIVERY OF EFFECTIVE CLIENT SERVICES AND THE DEVELOPMENT OF PROFESSIONALS FROM AMONG THE PROGRAM'S CLIENT POPULATION. INITIALLY, LEARNING CENTERS WERE ESTABLISHED IN THE 4 LARGEST CHOCTAW COMMUNITIES. EACH CENTER WAS OPEN FOR TWO, 3-HOUR FLEXIBLY SCHEDULED EVENING SESSIONS PER WEEK. HOWEVER, DUE TO THE INITIAL RESPONSE, EVENING CLASSES WERE OPENED IN 2 OTHER COMMUNITIES AND DAY CLASSES WERE ALSO ESTABLISHED IN THE 4 LARGER COMMUNITIES. COMMERCIALLY MADE WORKTEXTS WERE USED DUE TO THE ADULT'S PREFERENCE FOR THEM. HOWEVER, WHEN THE ADULTS WERE READY, TEACHER-MADE MATERIALS WERE USED. INDIVIDUAL STUDENT GAINS WERE EVALUATED THROUGH ANALYSIS OF NATIONALLY STANDARDIZED GENERAL ABILITY MEASURES, OBSERVATIONS, AFFECTIVE MEASURES, TEACHER RECORDS, AND QUESTIONNAIRES. THE PROGRAM'S PROGRESS WAS EVALUATED VIA FORMAL AND INFORMAL GESTURES, MOSTLY INFORMAL. THIS VOLUME DESCRIBES THE PROJECT'S HISTORY, INTENT, DESIGN, STAFF TRAINING, DEMONSTRATION FUNCTIONS, AND RESULTS. THE APPENDICES COVER: STUDENTS' EDUCATIONAL LEVEL; REASONS FOR LEVEL OF SCHOOLING COMPLETED, FOR ATTENDING CLASS, AND FOR WITHDRAWAL; SOURCES OF INFORMATION ABOUT ADULT EDUCATION; AND ATTENDANCE FLUCTUATIONS. (NQ)

ACCESSION NUMBER: ED113112

PUBLICATION DATE: 1 MAR 75

TITLE: CHOCTAW ADULT EDUCATION, VOLUME II. (A 309(B) DEMONSTRATION PROJECT) FINAL REPORT.

DESCRIPTOR: *ADULT EDUCATION; *AMERICAN INDIANS; *CONSUMER EDUCATION; MONEY MANAGEMENT; NUTRITION INSTRUCTION; *TEACHER DEVELOPED MATERIALS; *UNIT PLAN

IDENTIFIER: *CHOCTAWS; MISSISSIPPI

DESCRIPTIVE NOTE: 98P.

COMMERCIAL MATERIALS WERE USED EXTENSIVELY BY THE CHOCTAW ADULT EDUCATION PROGRAM. INSTRUCTIONAL MATERIALS WERE, HOWEVER, DEVELOPED TO MEET SPECIFIED NEEDS WHICH WERE NOT DEALT WITH TO THE STAFF AND STUDENTS' SATISFACTION IN THE AVAILABLE COMMERCIAL MATERIALS. INSTRUCTIONAL UNITS WHICH WERE AMENABLE TO THE STUDENTS' INTEREST, NEEDS, AND CULTURE WERE DEVELOPED. TEACHER-MADE MATERIALS WERE NOT USED UNTIL THE TEACHER FELT QUITE CERTAIN THAT AN APPROPRIATE LEVEL OF READINESS EXISTED AMONG THE STUDENTS. THESE LESSONS WERE DESIGNED SO THAT THEY COULD BE ADAPTED TO ANY GROUP WITHIN THE CLASSES AND COULD BE PRESENTED BY EITHER THE PARAPROFESSIONALS OR PROFESSIONALS ON THE STAFF. ONCE A UNIT WAS PREPARED, ITS CONTENTS WERE PRESENTED TO THE ENTIRE STAFF VIA AN IN-SERVICE TRAINING SESSION SO THAT EACH STAFF MEMBER COULD DISSEMINATE THE INFORMATION AS HE CHOSE. FOUR TEACHER-MADE UNITS ARE GIVEN IN THIS VOLUME: (1) FOOD BUYING, (2) NUTRITION MICRO COURSES, (3) TASTE PARTY, AND (4) MONEY MANAGEMENT. ALSO INCLUDED ARE A LISTING OF COMMERCIAL MATERIALS USED AND SAMPLE FORMS OF THE RECRUITER'S SURVEY, STUDENT FOLDER INFORMATION, ATTENDANCE SHEETS, AND CERTIFICATES OF THE GENERAL EDUCATIONAL DEVELOPMENT (GED), 8TH GRADE, AND DRIVER'S EDUCATION. A DESCRIPTION OF THE GED TEST AND HOW IT MAY BE ADMINISTERED LOCALLY IS PROVIDED. (NQ)

186

ACCESSION NUMBER: ED113114

PUBLICATION DATE: 20 AUG 75

TITLE: LEGISLATIVE ANALYSIS OF THE FEDERAL ROLE IN INDIAN EDUCATION.

PERSONAL AUTHOR: DELORIA, VINE, JR.

DESCRIPTOR: AGENCY ROLE; *AMERICAN INDIANS; ELEMENTARY SECONDARY EDUCATION; *FEDERAL GOVERNMENT; FEDERAL LEGISLATION; GOVERNMENT ROLE; HIGHER EDUCATION; *LEGAL RESPONSIBILITY; *LEGISLATION; RESERVATIONS (INDIAN); *TREATIES; TRIBES; UNITED STATES HISTORY

IDENTIFIER: *AMERICAN INDIAN EDUCATION

DESCRIPTIVE NOTE: 150P.

LEGISLATION PERTAINING TO AMERICAN INDIAN AFFAIRS IS HIGHLY DEPENDENT UPON THE EVENTS AND MOVEMENTS OF HISTORY. NO PURIFIED LEGAL THEORY SUCH AS CONTRACT LAW OR THE LAW OF DAMAGES EMERGES FROM THE FIELD OF INDIAN LAW. WHILE SOME OF THE LEGAL THEORY MUST COME FROM THE RATIFIED TREATIES, STATUTES, AND CASE LAW DEFINING THE RELATIONSHIP OF THE UNITED STATES AND THE INDIAN TRIBES, A GREAT DEAL OF THE LEGAL THEORY MUST COME IN TRACING DEVELOPMENTS OF A CONTINUING NATURE IN THE ACTIONS OF THE U.S IN FULFILLING ITS LEGAL OBLIGATIONS ABOUT WHICH NO DOUBT WHATSOEVER EXISTS. THIS PAPER PRESENTS: (1) A CHRONOLOGY OF THE FEDERAL-INDIAN RELATIONSHIP; (2) AN ANALYSIS OF TREATY RESPONSIBILITY FOR EDUCATION OF INDIANS; (3) A CHRONOLOGY OF DELEGATION OF LEGAL RESPONSIBILITY OF THE U.S. TO GOVERNMENT DEPARTMENTS AND AGENCIES; AND (4) INTERPRETATION OF THE LEGAL RESPONSIBILITY OF THE FEDERAL GOVERNMENT IN THE FIELD OF INDIAN EDUCATION. SOME HISTORICAL DEVELOPMENTS WHICH WERE RELEVANT IN DETERMINING THE FEDERAL GOVERNMENT'S LEGAL OBLIGATIONS IN INDIAN EDUCATION ARE TRACED. DISCUSSION OF THE DEVELOPMENT OF FEDERAL POLICY IN THE FIELD OF INDIAN AFFAIRS DEALS SPECIFICALLY WITH THE GRADUAL MERGER OF 2 DIFFERENT FORMS OF OBLIGATIONS--TREATY RIGHTS AND THE GENERAL CONCERN FOR INDIAN WELFARE AS SEEN IN STATUTORY LAW. (AUTHOR/NQ)

ACCESSION NUMBER: ED113122

PUBLICATION DATE: 25 AUG 75

TITLE: ARIZONA COMMISSION OF INDIAN AFFAIRS 1974-75 ANNUAL REPORT.

DESCRIPTOR: ACCOUNTABILITY; *AMERICAN INDIANS; ANNUAL REPORTS; COMMUNITY DEVELOPMENT; ECONOMIC DEVELOPMENT; HUMAN RELATIONS; *LEGISLATION; OBJECTIVES; *PROGRAM EVALUATION; *RESERVATIONS (INDIAN); *STATE AGENCIES; STATE FEDERAL SUPPORT; STATE PROGRAMS; TRIBES

IDENTIFIER: *ARIZONA

DESCRIPTIVE NOTE: 28P.; FOR RELATED DOCUMENT, SEE ED 098 007

THE ARIZONA COMMISSION OF INDIAN AFFAIRS 1974-75 ANNUAL REPORT IS ISSUED TO INFORM THE GOVERNOR, STATE LEGISLATURE, AND TRIBAL GOVERNMENTS OF THE PROCEEDINGS, TRANSACTIONS, FINDINGS, AND RECOMMENDATIONS MADE BY THE COMMISSION. INCLUDED ARE: (1) A LIST OF COMMISSION MEMBERS, (2) A MAP SHOWING THE INDIAN RESERVATIONS IN ARIZONA, (3) A TABLE LISTING POPULATION AND ACREAGE, (4) A LIST OF COMMISSION MEETINGS HELD IN 1974-75, (5) A BRIEF SUMMARY OF PROJECTS COMPLETED, (6) A PUBLICATIONS LIST, (7) A COMMISSION "HIGHLIGHTS" REPORT, AND (8) A BUDGET REPORT. ALSO INCLUDED IS A BRIEF PROFILE OF THE COLORADO RIVER INDIAN TRIBES (MOHAVES, HOPIS, CHEMEHUEVIS, AND NAVAJOS), WHICH OUTLINES THEIR HISTORY AND ORIGIN; SIZE AND LOCATION; TRIBAL GOVERNMENT; EMPLOYMENT AND ECONOMIC DEVELOPMENT PROJECTS (AGRICULTURAL, RECREATIONAL--TOURISM, ETC); LOCAL, STATE, AND FEDERALLY FUNDED EDUCATION, HEALTH, AND WELFARE PROJECTS; AND OTHER TRIBAL ACTIVITIES. THE APPENDICES INCLUDE FOUR RESOLUTIONS; "ENDORSEMENT OF INDIAN COUNSELING COMPREHENSIVE STUDY"; "SUPPORTING INDIAN-TRIBAL COUNCIL"; "RECOMMENDING THAT DR. GEORGE E. BOCK BE APPOINTED DIRECTOR OF THE ARIZONA DEPARTMENT OF HEALTH SERVICES"; AND "RECOMMENDING THE APPROVAL OF BIA (BUREAU OF INDIAN AFFAIRS) PROJECT N-15(7) 1 (THE LEUPP BRIDGE ACROSS THE LITTLE COLORADO RIVER)". A BRIEF SUMMARY CONCLUDES THE DOCUMENT. (AH)

188

ACCESSION NUMBER: ED113612

PUBLICATION DATE: JUN 73

TITLE: COUNSELING WITHIN AN INDIAN ADULT BASIC EDUCATION PROJECT.

PERSONAL AUTHOR: COLLINS, RAY

DESCRIPTOR: *ADULT BASIC EDUCATION; *ADULT COUNSELING; *AMERICAN INDIANS; COMMUNITY AGENCIES (PUBLIC); CONTINUATION EDUCATION; *COUNSELING SERVICES; CULTURAL FACTORS; EDUCATIONAL ATTITUDES; *EDUCATIONAL DISADVANTAGEMENT; PROGRAM DESCRIPTIONS

IDENTIFIER: *BRITISH COLUMBIA (VANCOUVER)

DESCRIPTIVE NOTE: 16P.; PAPER PRESENTED AT THE NATIONAL CONFERENCE OF THE CANADIAN GUIDANCE AND COUNSELING ASSOCIATION (WINNIPEG, CANADA, JUNE 5-8, 1973)

MANY INDIANS ARE LEAVING THEIR COMMUNITIES TO SEEK EMPLOYMENT IN THE CITIES, BUT BECAUSE OF LACK OF EDUCATION AND SOCIAL PREJUDICE ARE FORCED TO LIVE UNDER POOR CONDITIONS. THE INDIAN EDUCATION CENTER IN VANCOUVER HAS AN ADULT BASIC EDUCATION PROGRAM THAT INCLUDES COUNSELING. THE CENTER TRIES TO HELP ALL INDIANS REFERRED TO IT; SO FAR IT HAS ASSISTED ABOUT 200 INDIAN MEN AND WOMEN. THE CENTER TRIES, THROUGH TRUST, CONFIDENCE, AND FRIENDSHIP, TO DEVELOP A PRODUCTIVE INTERPERSONAL RELATIONSHIP WITH ITS INDIAN STUDENTS. IT ATTEMPTS TO CREATE A FRIENDLY CENTER ATMOSPHERE WITH T.V., STEREO-TAPES, PING PONG AND POOL TABLES. THE PROGRAM IS FLEXIBLE ENOUGH TO ACCOMMODATE INDIVIDUAL DIFFERENCES. EACH PERSON'S ABILITIES ARE IDENTIFIED, AND INDIVIDUALS ARE ENCOURAGED TO SEEK PERSONAL, SOCIAL, AND ACADEMIC GROWTH. THE HELP AND COOPERATION OF VARIOUS AGENCIES AND INDIVIDUALS ARE SOUGHT AND ENCOURAGED, THE CENTER COOPERATES, PARTICULARLY, WITH AGENCIES, COUNSELORS, AND SOCIAL WORKERS THAT ARE CLOSELY INVOLVED WITH INDIAN AFFAIRS. (AUTHOR/SE)

ACCESSION NUMBER: ED113932

PUBLICATION DATE: 73

TITLE: TLINGIT VERB DICTIONARY. PART 1, ENGLISH--TLINGIT; PART 2, TLINGIT--ENGLISH.

PERSONAL AUTHOR: STORY, GILLIAN L., COMP.; NAISH, CONSTANCE M., COMP.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; BILINGUAL STUDENTS; CONTRASTIVE LINGUISTICS; *DICTIONARIES; ENGLISH; FORM CLASSES (LANGUAGES); *MORPHOLOGY (LANGUAGES); REFERENCE MATERIALS; SYNTAX; *VERBS; *VOCABULARY

IDENTIFIER: *TLINGIT

DESCRIPTIVE NOTE: 386P.

THIS VERB DICTIONARY IS DIVIDED INTO TWO MAIN SECTIONS. THE ENGLISH-TLINGIT SECTION IS ORGANIZED BY MEANS OF ENGLISH HEADINGS OR KEY WORDS, FOLLOWED BY ENGLISH MEANINGS WHICH CONVEY THE MAIN SENSE OF THE TLINGIT VERB EXPRESSION IN QUESTION. A REPRESENTATION OF THE GIVEN TLINGIT VERB EXPRESSION IS PROVIDED, ALONG WITH ONE OR MORE EXAMPLES OF IT IN CONTEXT. CROSS-REFERENCING IN THE FIRST SECTION IS OF TWO SORTS: TO OTHER ENGLISH WORDS IN THE DICTIONARY AND TO OTHER ENGLISH EXPRESSIONS IN GENERAL. THE TLINGIT-ENGLISH SECTION LISTS TLINGIT VERBS AND VERB EXPRESSIONS WITH THEIR ENGLISH MEANINGS. TLINGIT VERBS GENERALLY CONSIST OF A BOUND ROOT TO WHICH DERIVATIONAL AFFIXES ARE ATTACHED, RESULTING IN WHAT IS KNOWN AS THE THEME. IN THE DICTIONARY, THE STEMS ARE ARRANGED IN ACCORDANCE WITH THE TLINGIT ALPHABET, AND UNDER EACH STEM, VERB EXPRESSIONS ARE GROUPED BY THE THEME THEY CONTAIN. ADVERBIALS, LOCATIVE PARTICLES, DIRECTIONALS AND PRONOMINALS, AS FOUND IN TLINGIT VERB EXPRESSIONS, ARE ALSO DISCUSSED IN THE SECOND SECTION. THE APPENDIX PROVIDES A GRAMMAR SKETCH WHICH CONCENTRATES ON TLINGIT VERB MORPHOLOGY. (CLK)

AVAILABILITY: UNIVERSITY OF ALASKA, ALASKA NATIVE LANGUAGE CENTER, COLLEGE, ALASKA 99701 ($3.50)

ACCESSION NUMBER: ED114213

PUBLICATION DATE: OCT 75

TITLE: PERSPECTIVES ON SCHOOL PRINT MATERIALS: ETHNIC, NON-SEXIST AND OTHERS.

PERSONAL AUTHOR: ROSENOFF, WAYNE E., COMP.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; CHINESE AMERICANS; *CONTENT ANALYSIS; CULTURAL IMAGES; ETHNIC STEREOTYPES; EVALUATION CRITERIA; FEMALES; LITERARY PERSPECTIVE; *MEXICAN AMERICANS; NEGROES; READING MATERIALS; SEX STEREOTYPES; *STEREOTYPES; *TEXTBOOK BIAS; TEXTBOOK SELECTION

DESCRIPTIVE NOTE: 89P.

TEACHERS AND ADMINISTRATORS SHOULD BE ABLE TO DISTINGUISH BETWEEN ADEQUATE AND INADEQUATE TREATMENT OF DIFFERENT ETHNIC GROUPS WHEN SELECTING CULTURE-FAIR MATERIALS FOR THE CLASSROOM. WHEN SELECTING SUCH MATERIALS, THEY SHOULD CONSIDER THE FOLLOWING CRITERIA: (1) VALIDITY OF INFORMATION (ACCURACY, PERPETUATION OF STEREOTYPES); (2) BALANCE (COMPARISONS OF CULTURAL VALUES, PRESENTATION OF DISTINCTIVE CULTURAL CHARACTERISTICS, ACKNOWLEDGEMENT OF DIFFERENCES OF SOCIAL CLASSES AND VALUES WITHIN THE ETHNIC GROUP); (3) UNITY (VIEWPOINTS CONCERNING HISTORICAL EVENTS OR ISSUES, FULL RANGE OF EVENTS WHEN DISCUSSING HISTORICAL EVENTS, CONTRIBUTION AND INVOLVEMENT OF THE ETHNIC GROUP(S) AT ALL APPROPRIATE AND MEANINGFUL POINTS); AND (4) REALISM (NO ERRONEOUS IMPRESSIONS, INDIVIDUAL AND GROUP PORTRAYAL IN TRUE-TO-LIFE FASHION, OVERALL IMPRESSION OF THE TEXT'S LANGUAGE, TONE, AND ILLUSTRATIONS, AND NO LITERAL OR STILTED TRANSLATIONS). THE CONCISE DISCUSSION ON CURRICULAR CONTENT PRESENTED IN THIS BOOKLET DESCRIBE AND APPLY THESE CRITERIA FROM THE PERSPECTIVES OF NATIVE AMERICANS, MEXICAN AMERICANS, BLACK AMERICANS, CHINESE AMERICANS, WOMEN, BLUE-COLLAR WORKERS, AGED, NON-CHRISTIANS, AND THOSE HAVING ALTERNATIVE LIFE STYLES. (NQ)

ACCESSION NUMBER: ED114218

PUBLICATION DATE: JUN 74

TITLE: THE AMERICAN INDIANS: ANSWERS TO 101 QUESTIONS.

DESCRIPTOR: *AMERICAN INDIANS; BIBLIOGRAPHIES; DEFINITIONS; *ELEMENTARY SECONDARY EDUCATION; *FEDERAL LEGISLATION; HEALTH; HIGHER EDUCATION; INFORMATION SOURCES; LAND ACQUISITION; LAND USE; LAWS; PUBLICATIONS; *RESERVATIONS (INDIAN); *SOCIOECONOMIC STATUS

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 72P.; FOR RELATED DOCUMENT, SEE ED 025 353

PRESENTED IN A SIMPLE AND STRAIGHTFORWARD MANNER, THIS PUBLICATION ANSWERS QUESTIONS BASIC TO AN UNDERSTANDING OF THE AMERICAN INDIAN AND HIS SOCIOECONOMIC POSITION IN THE UNITED STATES. THE FOLLOWING IDENTIFY MAJOR AREAS COVERED AND REPRESENTATIVE QUESTIONS: (1) THE INDIAN PEOPLE (WHO IS AN INDIAN?); (2) THE LEGAL STATUS OF INDIANS (ARE INDIANS "WARDS" OF THE GOVERNMENT?); (3) THE BUREAU OF INDIAN AFFAIRS (HOW IS THE COMMISSIONER OF INDIAN AFFAIRS APPOINTED?); (4) INDIAN LANDS (WHAT IS AN INDIAN RESERVATION?); (5) THE ECONOMIC STATUS OF INDIANS (WHAT IS THE AVERAGE INCOME OF INDIANS?); (6) INDIAN EDUCATION (WHY ARE THERE FEDERAL INDIAN SCHOOLS?); (7) LAW AND ORDER ON THE RESERVATIONS (DO OTHER AGENCIES HAVE RESPONSIBILITY FOR LAW ENFORCEMENT AND CRIMINAL INVESTIGATION ON INDIAN RESERVATIONS?); (8) INDIAN HEALTH (DO INDIANS HAVE SPECIAL HEALTH PROBLEMS?); (9) TO HELP INDIANS (HOW CAN A NON-INDIAN COLLEGE STUDENT GET A SUMMER JOB WITH THE BUREAU OF INDIAN AFFAIRS ON AN INDIAN RESERVATION?). AMONG ADDITIONAL INFORMATION SOURCES PRESENTED ARE: (1) A SELECTED BIBLIOGRAPHY FOR ADULTS; (2) AN ANNOTATED BIBLIOGRAPHY FOR YOUNG PEOPLE; (3) A SELECTED READING LIST ON INDIAN CRAFTS AND LORE; (4) A LIST OF INDIAN MUSEUMS; AND (5) A LIST OF INDIAN PUBLICATIONS. (JC)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO. 2402-00040, $1.25)

ACCESSION NUMBER: ED114221

PUBLICATION DATE: 75

TITLE: BRIDGING THE GAP: RECRUITING INDIAN PEOPLE FOR CAREERS IN EDUCATION.

DESCRIPTOR: *AMERICAN INDIANS; CAREER OPPORTUNITIES; CULTURAL DIFFERENCES; ECONOMIC DISADVANTAGEMENT; EDUCATIONAL PROGRAMS; MODELS; *PARAPROFESSIONAL SCHOOL PERSONNEL; *PROGRAM DESCRIPTIONS; *RECRUITMENT; RURAL SCHOOLS; TEACHER AIDES; *TRAINING

IDENTIFIER: CHEROKEE NATION; OKLAHOMA CITY UNIVERSITY; ONSITE PUEBLO PERSONNEL TRAINING PROGRAM; RURAL INDIAN EDUCATION PROGRAM; TEACHER AIDE PROJECT

DESCRIPTIVE NOTE: 35P.

SINCE THERE ARE LARGE GAPS BETWEEN THE CULTURE, ECONOMY, AND EDUCATION OF NATIVE AMERICANS AND MAINSTREAM AMERICANS, THE RECRUITMENT AND TRAINING OF NATIVE AMERICANS AS PARAPROFESSIONALS IN THE SCHOOLS APPEARS TO BE A PROMISING OPPORTUNITY TO DEAL WITH ALL THREE GAPS SIMULTANEOUSLY. THREE MODEL PROGRAMS WHICH ARE CURRENTLY BRIDGING THESE GAPS WITH INCREASING LEVELS OF COMPLEXITY ARE: (1) THE RURAL INDIAN EDUCATION PROGRAM SPONSORED BY THE CHEROKEE NATION AND THE TULSA PUBLIC SCHOOL DISTRICT; (2) THE TEACHER AIDE PROJECT SPONSORED BY OKLAHOMA CITY UNIVERSITY; AND (3) THE ON-SITE PUEBLO PERSONNEL TRAINING PROGRAM SPONSORED BY THE ALL INDIAN PUEBLO COUNCIL AND THE UNIVERSITY OF NEW MEXICO. THE TULSA PROGRAM RECRUITS AND TRAINS PARENTS AND OTHER INDIAN ADULTS AS CLASSROOM PARAPROFESSIONALS CAPABLE OF UNDERTAKING VERY SPECIFIC TASKS. THE OKLAHOMA CITY PROGRAM GOES BEYOND SUCH OBJECTIVES BY PROVIDING UNIVERSITY CLASSES FOR ITS PARAPROFESSIONALS AND GIVING COLLEGE CREDITS FOR COURSES TAUGHT ON-SITE THROUGHOUT THE STATE. THE NEW MEXICO PROGRAM IS THE MOST COMPREHENSIVE OF THE THREE IN THAT IT IS PLANNED TO ENCOURAGE INDIAN PARAPROFESSIONALS TO COMPLETE A SEQUENCE OF COURSES LEADING TO AN ASSOCIATE DEGREE AND TO MOVE ON TO ADVANCED DEGREES. IN THE PUEBLO PROGRAM, MOST INSTRUCTION IS CONDUCTED IN THE SCHOOLS IN WHICH THE AIDES WORK. (JC)

AVAILABILITY: PRINTS OF 16-MM FILM "BRIDGING THE GAP: RECRUITING INDIAN PEOPLE TO CAREERS IN EDUCATION" FROM NATIONAL AUDIO-VISUAL CENTER, NATIONAL ARCHIVE AND RECORDS SERVICE, GENERAL SERVICES ADMIN., WASHINGTON, D.C. 20409

ACCESSION NUMBER: ED114349

PUBLICATION DATE: 75

TITLE: SIR WILLIAM JOHNSON AND THE INDIANS OF NEW YORK.

PERSONAL AUTHOR: HAMILTON, MILTON W.

DESCRIPTOR: AMERICAN HISTORY; *AMERICAN INDIANS; *BIOGRAPHICAL INVENTORIES; *COLONIAL HISTORY (UNITED STATES); COLONIALISM; RACE RELATIONS; REVOLUTION; *REVOLUTIONARY WAR (UNITED STATES); UNITED STATES HISTORY

IDENTIFIER: JOHNSON (WILLIAM); *NEW YORK

DESCRIPTIVE NOTE: 55P.; FOR RELATED DOCUMENTS, SEE ED 115 523 AND 524.

IN ORDER TO MAKE THE VAST LITERATURE ABOUT THE HISTORY OF INDIAN AND WHITE RELATIONS IN NEW YORK READILY ACCESSIBLE TO TEACHERS, STUDENTS, AND GENERAL READERS, THIS BOOKLET BRINGS TOGETHER THE MAIN POINTS OF THE RELATIONSHIP BETWEEN THE INDIANS AND SIR WILLIAM JOHNSON. JOHNSON IS A KEY FIGURE IN THE INDIAN STORY OF NEW YORK STATE DURING THE 1770S. THE TOPICS COVERED IN THIS DOCUMENT ARE INDIANS OF NEW YORK, COMING OF THE WHITE MEN, MANAGEMENT OF INDIAN AFFAIRS, WILLIAM JOHNSON COMES TO AMERICA, THE INDIAN TRADE, FRENCH AND INDIAN WAR, BATTLE OF LAKE GEORGE, SIR WILLIAM JOHNSON, THE CLOSE OF THE WAR, TAKING FORT NIAGARA, SIR WILLIAM--COLONIAL STATESMAN, CULTURE ON THE FRONTIER, LIFE AT JOHNSON HALL, FAILURE OF INDIAN MANAGEMENT, AMERICAN INDEPENDENCE, INDIANS AND THE REVOLUTION, AND IMPORTANCE OF SIR WILLIAM JOHNSON. BOTH THE WHITE MAN'S AND THE INDIAN'S VIEWS ON MAJOR EVENTS ARE INCORPORATED INTO THE BOOKLET. (AUTHOR/ND)

ACCESSION NUMBER: ED114394

PUBLICATION DATE: 75

TITLE: NATIVE AMERICAN CEREMONIAL ATHLETIC GAMES.

PERSONAL AUTHOR: PESAVENTO, WILMA J.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ATHLETICS; *GAMES; HISTORICAL REVIEWS; *TRIBES

IDENTIFIER: *CEREMONIES

DESCRIPTIVE NOTE: 8P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION (1975)

THIS IS A REPORT ON THE RELATIONSHIP OF NORTH AMERICAN INDIAN ATHLETIC GAMES TO CEREMONIES. DATA FOR THIS INVESTIGATION WERE RESEARCHED FROM 48 "ANNUAL REPORTS OF THE BUREAU OF AMERICAN ETHNOLOGY, SMITHSONIAN INSTITUTION" PUBLISHED FROM 1881 TO 1933, AND THE 84 VOLUMES OF THE "AMERICAN ANTHROPOLOGIST" PUBLISHED FROM 1888 TO 1974. OBSERVATIONAL REPORTS FROM AMERICAN ETHNOLOGISTS AND ANTHROPOLOGISTS WERE ALSO INCLUDED. FORTY-SIX EXAMPLES OF NORTH AMERICAN INDIAN ATHLETIC GAME-CEREMONIAL RELATIONSHIPS WERE COLLECTED. THIRTY-ONE TRIBES WERE REPRESENTED IN THE DATA. THE RESULTS INDICATED THAT CEREMONIAL RITES, BOTH NEED-RELATED AND GAME-SUCCESS-ORIENTED, FORMED A MAJOR CATEGORY OF THE ATHLETIC GAME/CEREMONY RELATIONSHIP. CEREMONIAL RITUALS ALSO FORMED A MAJOR CATEGORY OF THE RELATIONSHIP. IT WAS SHOWN THAT THE CEREMONIAL ACCOMPANIMENT ASPECT WAS A MINOR CATEGORY OF THE ATHLETIC GAME AND CEREMONY RELATIONSHIP; WHEN THE CEREMONIES WERE OVER, THE GAMES, AS ENTERTAINMENT, BEGAN. BASED UPON THE ACCOUNTS FROM WHICH THE DATA WERE DRAWN, IT IS SHOWN THAT NORTH AMERICAN INDIAN ATHLETIC GAMES WERE NOT WITHOUT CEREMONIAL RELATIONSHIPS. TRIBAL CULTURE WAS INTEGRATED INTO NATIVE NORTH AMERICA CEREMONIAL ATHLETIC GAMES IN A NUMBER OF WAYS. (RC)

ACCESSION NUMBER: ED114395

PUBLICATION DATE: 74

TITLE: MOTIVATIONS OF NORTH AMERICAN INDIANS IN ATHLETIC GAMES.

PERSONAL AUTHOR: PESAVENTO, WILMA J.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ATHLETICS; *GAMES; HISTORICAL REVIEWS; *TRIBES

IDENTIFIER: *GAMBLING

DESCRIPTIVE NOTE: 6P.

THIS IS A REPORT ON THE MOTIVES OF NORTH AMERICAN INDIANS IN HOLDING THEIR ATHLETIC GAMES. DATA WERE RESEARCHED FROM "ANNUAL REPORTS OF THE BUREAU OF AMERICAN ETHNOLOGY" PUBLISHED BETWEEN 1881 AND 1933. ANTHROPOLOGISTS, ARTIFACT COLLECTORS, ARTIST-WRITERS, AND HISTORIANS PROVIDED PRIMARY EVIDENTIAL SOURCES FOR ATHLETIC GAME MOTIVATION. INCLUDED WERE THE MAJOR NORTH AMERICAN INDIAN GAMES OF ARCHERY, SNOWSNAKES, HOOP AND POLE, RACKET, SHINNY, AND DOUBLEBALL. FIVE GENERAL MOTIVES RESULTED FROM THE RESEARCH. THEY WERE GAMBLING, AMUSEMENT--DIVERSION, CEREMONIAL OBSERVANCE, INCREASE OF PHYSICAL POWERS, AND DEVELOPMENT OF MORAL ATTRIBUTES. THE DATA INDICATED THAT GAMBLING, THE WAGERING OF STAKES OR GAME IMPLEMENTS, WAS A HIGHLY SIGNIFICANT MOTIVE OF THE NORTH AMERICAN INDIANS FOR HOLDING ALL ATHLETIC GAMES. ALL OTHER MOTIVES WERE OF MINOR OR INSIGNIFICANT IMPORTANCE. (AUTHOR/RC)

PART II: CITATIONS FROM

CURRENT INDEX TO JOURNALS IN EDUCATION

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ACCESSION NUMBER: EJ112180

PUBLICATION DATE: JAN 75

TITLE: MODERN TECHNOLOGY IN A NATIVE ENVIRONMENT

DESCRIPTOR: *VOCATIONAL TRAINING CENTERS; *EDUCATIONAL FACILITIES; *SECONDARY EDUCATION; *AMERICAN INDIANS; *SCHOOL ENVIRONMENT; VOCATIONAL EDUCATION; FACILITY PLANNING; CHEROKEE

NORTHEAST OKLAHOMA VOCATIONAL-TECHNICAL CENTER'S TWO-CAMPUS FACILITY SERVES ELEVENTH AND TWELFTH GRADES (18 PERCENT CHEROKEE YOUTH) FROM 22 HIGH SCHOOLS. THE COURSES ARE GEARED STRICTLY TO MODERN-DAY NEEDS AND LABS ARE UP-TO-DATE, BUT THE SETTING IS AS INDIGENOUS AS THE INDIAN VILLAGES OF UNEXPLORED AMERICA. (AUTHOR/BP)

JOURNAL CITATION: AMERICAN VOCATIONAL JOURNAL; 50; 1; 62,64-6

ACCESSION NUMBER: EJ112587

PUBLICATION DATE: JAN 75

TITLE: PROVISION OF HEALTH CARE TO UNDERSERVED POPULATIONS

PERSONAL AUTHOR: STEWART, JOSEPH L.

DESCRIPTOR: *AURALLY HANDICAPPED; *AMERICAN INDIANS; *DISEASES; *PREVENTIVE MEDICINE; EXCEPTIONAL CHILD SERVICES; DISADVANTAGED YOUTH; MINORITY GROUPS; HEALTH; DISEASE CONTROL; PARAMEDICAL OCCUPATIONS

IDENTIFIER: *OTITIS MEDIA

HEARING LOSS THROUGH OTITIS MEDIA IS ONE OF THE MOST PREVALENT HEALTH PROBLEMS OF THE AMERICAN INDIAN. (AUTHOR)

JOURNAL CITATION: VOLTA REVIEW; 77; 1; 64-71

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ACCESSION NUMBER: EJ112735

PUBLICATION DATE: OCT 74

TITLE: NEWSLETTER OF THE CONFERENCE ON AMERICAN INDIAN LANGUAGES CLEARINGHOUSE, VOL. 3, NO. 1, OCTOBER 1974

PERSONAL AUTHOR: FIDELHOLTZ, JAMES L., ED.

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN INDIAN LANGUAGES; *NEWSLETTERS; AMERICAN INDIAN CULTURE

THIS NEWSLETTER INCLUDES A LISTING OF RECENT PUBLICATIONS, A COMMENTARY, AND ITEMS OF NOTE PERTAINING TO AMERICAN INDIAN LANGUAGES. (SW)

JOURNAL CITATION: LINGUISTIC REPORTER; 16; 8; 21-22

ACCESSION NUMBER: EJ113310

PUBLICATION DATE: MAY 74

TITLE: AMERICAN INDIANS IN THE GEOSCIENCES

PERSONAL AUTHOR: MCCLAIN, TOM

DESCRIPTOR: *AMERICAN INDIANS; *EARTH SCIENCE; *EMPLOYMENT OPPORTUNITIES; *PROGRAM DESCRIPTIONS; ETHNIC GROUPS; GEOLOGY; MINORITY GROUPS; PROGRAM DEVELOPMENT; SCIENCE EDUCATION

DESCRIBES A PROGRAM TO INTEREST AMERICAN INDIANS IN CAREERS IN THE EARTH SCIENCES. (BR)

JOURNAL CITATION: GEOTIMES; 19; 5; 22

ACCESSION NUMBER: EJ113376

PUBLICATION DATE: FEB 75

TITLE: THE AMERICAN INDIAN AND UNITED STATES DIPLOMATIC HISTORY

PERSONAL AUTHOR: GILBERT, ARTHUR N.

DESCRIPTOR: *HISTORIOGRAPHY; *HISTORICAL CRITICISM; *UNITED STATES HISTORY; *DIPLOMATIC HISTORY; *AMERICAN INDIANS; HISTORICAL REVIEWS; FOREIGN POLICY

THIS EXAMINATION OF STANDARD TEXTS IN DIPLOMATIC HISTORY SHOWS THAT THE HISTORY OF DIPLOMATIC RELATIONS BETWEEN THE UNITED STATES AND THE VARIOUS INDIAN TRIBES IS LACKING AND EMPHASIZES THE NEED TO REDEFINE FOREIGN POLICY IN LIGHT OF THIS DISSERVICE. (DE)

JOURNAL CITATION: HISTORY TEACHER; 8; 2; 229-241

ACCESSION NUMBER: EJ113377

PUBLICATION DATE: FEB 75

TITLE: THE INDIAN IN THE MAINSTREAM: INDIAN HISTORIOGRAPHY FOR TEACHERS OF AMERICAN HISTORY SURVEYS

PERSONAL AUTHOR: EDMUNDS, R. DAVID

DESCRIPTOR: *HISTORIOGRAPHY; *UNITED STATES HISTORY; *AMERICAN INDIANS; *HISTORY INSTRUCTION; *ANNOTATED BIBLIOGRAPHIES; AMERICAN INDIAN CULTURE; ETHNIC STUDIES; CURRICULUM DEVELOPMENT; SECONDARY EDUCATION; SOCIAL STUDIES

THIS SELECTIVE, ANNOTATED BIBLIOGRAPHY OF BOOKS AND ARTICLES COVERS INDIAN-WHITE RELATIONS THROUGHOUT AMERICAN HISTORY.

JOURNAL CITATION: HISTORY TEACHER; 8; 2; 242-64

ACCESSION NUMBER: EJ113652

PUBLICATION DATE: FEB 75

TITLE: EFFECTIVE TEACHERS OF ESKIMO AND INDIAN STUDENTS

PERSONAL AUTHOR: KLEINFELD, JUDITH

DESCRIPTOR: *AMERICAN INDIANS; *ESKIMOS; *STUDENT TEACHER RELATIONSHIP; *EFFECTIVE TEACHING; *TEACHER CHARACTERISTICS; EDUCATIONAL RESEARCH; TEACHER BEHAVIOR; STUDENT ATTITUDES; CLASSROOM COMMUNICATION; DIAGRAMS

AUTHOR DESCRIBED THE PROBLEMS OF ALASKAN NATIVES WHO CONFRONT THE "EQUAL AND ALIKE" CLASSROOM TEACHER AND WHO FAIL TO LEARN. AS WELL, SHE CONSIDERED FOUR DIFFERENT TYPES OF TEACHERS IN THE CLASSROOMS OF ALASKA AND HOW ONLY ONE SUCCESSFULLY TAUGHT HER NATIVE STUDENTS. (EDITOR/RK)

JOURNAL CITATION: SCHOOL REVIEW; 83; 2; 301-44

ACCESSION NUMBER: EJ113653

PUBLICATION DATE: FEB 75

TITLE: UPGRADING INDIAN EDUCATION: A CASE STUDY OF THE SEMINOLES

PERSONAL AUTHOR: GREENE, H. ROSS; KERSEY, HARRY A.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL RESEARCH; *EDUCATIONAL DISADVANTAGEMENT; *PROGRAM EVALUATION; *STUDENT DEVELOPMENT; FUTURES (OF SOCIETY)

AUTHORS' RESEARCH INDICATED THAT THE "EQUAL AND ALIKE" APPROACH TO EDUCATION DOESN'T WORK FOR THE AMERICAN INDIAN EITHER. (EDITOR/RK)

JOURNAL CITATION: SCHOOL REVIEW; 83; 2; 345-61

ACCESSION NUMBER: EJ113861

PUBLICATION DATE: MAY 75

TITLE: TEACHING VOCATIONAL AGRICULTURE ON THE PAGAGO INDIAN RESERVATION

PERSONAL AUTHOR: COX, HARLEY A.

DESCRIPTOR: *VOCATIONAL AGRICULTURE; *AMERICAN INDIANS; *INSTRUCTIONAL PROGRAMS; *EDUCATIONAL FACILITIES; *CULTURAL AWARENESS; RESERVATIONS (INDIAN); AGRICULTURAL EDUCATION; SECONDARY EDUCATION

IDENTIFIER: *PAGAGO; BABOQUIVARI HIGH SCHOOL

JOURNAL CITATION: AGRICULTURAL EDUCATION MAGAZINE; 47; 11; 252,255

ACCESSION NUMBER: EJ114698

PUBLICATION DATE: 74

TITLE: TRIBES TO REGAIN CONTROL OF INDIAN EDUCATION

PERSONAL AUTHOR: THOMPSON, MORRIS

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY CONTROL; *EDUCATIONAL RESPONSIBILITY; *TRIBES; AGENCY ROLE; INDIVIDUAL POWER

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS; BIA

THE COMMISSIONER OF INDIAN AFFAIRS DISCUSSED THE BUREAU OF INDIAN AFFAIRS' EFFORTS SINCE 1970 AND ITS PROJECTED PLANS, PARTICULARLY THOSE FOR GIVING INDIAN PEOPLE CONTROL OF THEIR EDUCATION. (NQ)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 8; 7-9

ACCESSION NUMBER: EJ114699

PUBLICATION DATE: 74

TITLE: GREAT LAKES COMMITTEE ORGANIZED FOR ACTION

PERSONAL AUTHOR: ELLIS, LORETTA

DESCRIPTOR: *ADVISORY COMMITTEES; *AMERICAN INDIANS; *INFORMATION DISSEMINATION; *ORGANIZATIONAL COMMUNICATION; INFORMATION NETWORKS

IDENTIFIER: *GREAT LAKES INTERTRIBAL COUNCIL EDUCATION COMM; WISCONSIN

THE ACTIVITIES OF THE GREAT LAKES INTER-TRIBAL COUNCIL EDUCATION COMMITTEE, ORGANIZED IN 1970, ARE DISCUSSED. (NQ)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 8; 10-12

ACCESSION NUMBER: EJ114700

PUBLICATION DATE: 74

TITLE: FEDERAL INDIAN POLICY TO UNDERGO REVIEW

DESCRIPTOR: *AMERICAN INDIANS; *FEDERAL LEGISLATION; *POLICY; *REVIEW (REEXAMINATION); FEDERAL GOVERNMENT; POLITICAL POWER; RESEARCH COMMITTEES

IDENTIFIER: *AMERICAN INDIAN POLICY REVIEW COMMISSION

THE ACT (PUBLIC LAW 93-580) WHICH CREATED AN AMERICAN INDIAN POLICY REVIEW COMMISSION IS GIVEN. (NQ)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 8; 13-15

ACCESSION NUMBER: EJ115289

PUBLICATION DATE: APR 75

TITLE: FEDERAL FUNDS

PERSONAL AUTHOR: CARPENTER, IRIS

DESCRIPTOR: *EDUCATIONAL LEGISLATION; *EDUCATIONAL IMPROVEMENT; *AMERICAN INDIANS; *PROGRAM DESCRIPTIONS; *PROGRAM COSTS; *EDUCATIONAL OPPORTUNITIES

DESCRIBED THE INDIAN EDUCATION ACT, DESIGNED TO IMPROVE THE QUALITY OF INDIAN EDUCATION WHILE OFFERING PROGRAMS NOT USUALLY AVAILABLE IN SCHOOLS INDIANS ATTEND. (AUTHOR/RK)

JOURNAL CITATION: AMERICAN EDUCATION; 11; 3; 39-40

ACCESSION NUMBER: EJ116109

PUBLICATION DATE: APR 75

TITLE: SOME EASTERN JAMILTEPEC MIXTEC PHRASE CONSTRUCTIONS

PERSONAL AUTHOR: PENSINGER, BRENDA; LYMAN, LARRY

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *TAGMEMIC ANALYSIS; *PHRASE STRUCTURE; *DESCRIPTIVE LINGUISTICS; FORM CLASSES (LANGUAGES); SURFACE STRUCTURE; SYNTAX

IDENTIFIER: *MIXTEC; OAXACA

EXAMINES SINGLE CENTERED, MULTICENTERED, AND NONCENTERED PHRASES IN A TAGMEMIC FRAMEWORK. (MSE)

JOURNAL CITATION: INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS; 41; 2; 158-161

ACCESSION NUMBER: EJ116110

PUBLICATION DATE: APR 75

TITLE: PREDICTION OF TRANSITIVE ANIMATE VERBS IN AN OJIBWA DIALECT

PERSONAL AUTHOR: ROGERS, JEAN H.

DESCRIPTOR: *OJIBWA; *AMERICAN INDIAN LANGUAGES; *GENERATIVE GRAMMAR; *VERBS; MORPHOLOGY (LANGUAGES); MORPHOPHONEMICS; DESCRIPTIVE LINGUISTICS

THE MODALLY UNMARKED VERB FORMS MAY BE CONSTRUCTED INDIVIDUALLY, ACCORDING TO A SET OF FAMILIAR PRINCIPLES, FROM GRAMMATICAL ELEMENTS WITHIN EACH INFLECTIONAL ORDER. A DISTINCTION BETWEEN SEMOLOGICAL AND GRAMMATICAL UNITS IS IMPORTANT TO SUCH DESCRIPTION AND PREDICTION. (MSE)

JOURNAL CITATION: INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS; 41; 2; 114-139

ACCESSION NUMBER: EJ116112

PUBLICATION DATE: APR 75

TITLE: LABRADOR INUTTUT SURFACE PHONOLOGY

PERSONAL AUTHOR: SMITH, L. R.

DESCRIPTOR: *DESCRIPTIVE LINGUISTICS; *PHONOLOGY; *AMERICAN INDIAN LANGUAGES; ESKIMOS; DIALECTS; SPELLING

IDENTIFIER: *ESKIMO; LABRADOR; NAIN

INCLUDES DISCUSSION OF THE MORAVIAN SPELLING SYSTEM, RECENT SOUND CHANGES, PRESENT ORTHOGRAPHY, AUTONOMOUS PHONEMIC INVENTORY, CLUSTERS, GROSS PHONETIC ALLOPHONY, AND CANONICAL FORM. (MSE)

JOURNAL CITATION: INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS; 41; 2; 97-105

ACCESSION NUMBER: EJ116113

PUBLICATION DATE: APR 75

TITLE: NOTES ON HIGHLAND OAXACA CHONTAL NOMINALIZATION

PERSONAL AUTHOR: WATERHOUSE, VIOLA; PARROTT, MURIEL

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *MORPHOLOGY (LANGUAGES); *VERBS; *NOMINALS; DESCRIPTIVE LINGUISTICS

IDENTIFIER: *CHONTAL; OAXACA

ALMOST ANY HC VERB FORM CAN BE NOMINALIZED BY PREFIXING ONE OF TWO ONE SEGMENT NOUN LIMITERS; VERBS MAY BE RENDERED POSSESSIVE OR INTERROGATIVE BY A SIMILAR PROCESS. SUCH NOMINALIZED FORMS FILL ORDINARY NOUN FUNCTIONS. (MSE)

JOURNAL CITATION: INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS; 41; 2; 155-157

ACCESSION NUMBER: EJ116158

PUBLICATION DATE: OCT 74

TITLE: LINGUISTICS RETENTION AND DIFFUSION IN BELLA COOLA

PERSONAL AUTHOR: NEWMAN, STANLEY

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; *SALISH; *VOCABULARY; *CULTURAL FACTORS; AMERICAN INDIAN CULTURE; SOCIOLINGUISTICS

IDENTIFIER: *BELLA COOLA; LOANWORDS; WORD BORROWING

THE ECOLOGICAL VOCABULARY OF THE BELLA COOLA INDIANS CONTAINS MORE LOANWORDS THAN NATIVE FORMS. BORROWINGS ARE HIGHLY SELECTIVE, MAINLY FROM THE WAKASHAN. THIS IS EXPLAINED BY CULTURAL AFFINITY. (CK)

JOURNAL CITATION: LANGUAGE IN SOCIETY; 3; 2; 201-214

ACCESSION NUMBER: EJ116441

PUBLICATION DATE: MAR 75

TITLE: THE HOPI INDIANS

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CULTURAL BACKGROUND;
*CULTURAL CONTEXT; *TRIBES; AGRICULTURE; CLOTHING

IDENTIFIER: *HOPIS

JOURNAL CITATION: WEEWISH TREE; 3; 6; 3-5

ACCESSION NUMBER: EJ116442

PUBLICATION DATE: MAR 75

TITLE: MAPLE SUGARING

PERSONAL AUTHOR: PETERSON, ANDREA

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL ACTIVITIES;
*HISTORY; *OUTDOOR EDUCATION; ELEMENTARY SCHOOL STUDENTS;
FOOD

IDENTIFIER: *MAPLE SUGAR

AT THE GRAND PORTAGE ELEMENTARY SCHOOL ON A CHIPPEWA RESERVATION IN MINNESOTA, CHILDREN MADE MAPLE SYRUP AS A SCHOOL PROJECT. (AUTHOR)

JOURNAL CITATION: WEEWISH TREE; 3; 6; 6-11

ACCESSION NUMBER: EJ116443

PUBLICATION DATE: MAR 75

TITLE: JIM THORPE: SAC AND FOX

PERSONAL AUTHOR: REISING, R. W.

DESCRIPTOR: *ATHLETES; *AMERICAN INDIANS; *BIOGRAPHICAL INVENTORIES

IDENTIFIER: *THORPE (JIM); SAC; FOX

JOURNAL CITATION: WEEWISH TREE; 3; 6; 7-18

ACCESSION NUMBER: EJ116450

PUBLICATION DATE: FEB 75

TITLE: HEALTH CAREERS -- A GOOD DEAL FOR INDIAN STUDENTS

PERSONAL AUTHOR: QUINTON, JOHN D.

DESCRIPTOR: *AMERICAN INDIANS; *CAREER OPPORTUNITIES; *HEALTH OCCUPATIONS; *PROGRAM DESCRIPTIONS; *TRAINING; GUIDANCE COUNSELING; OCCUPATIONAL ASPIRATION; RECRUITMENT; SUMMER PROGRAMS

IDENTIFIER: OKLAHOMA

JOURNAL CITATION: FIVE TRIBES JOURNAL; 1; 1; 8-9

ACCESSION NUMBER: EJ116451

PUBLICATION DATE: FEB 75

TITLE: JOM (THE JOHNSON-O'MALLEY PROGRAM) -- WHAT IT IS AND WHAT IT MEANS TO YOU

DESCRIPTOR: *AMERICAN INDIANS; *OBJECTIVES; *PROGRAM DESCRIPTIONS; *REVIEW (REEXAMINATION); QUALIFICATIONS

IDENTIFIER: *JOHNSON O MALLEY PROGRAM; JOM; OKLAHOMA

JOURNAL CITATION: FIVE TRIBES JOURNAL; 1; 1; 10-20

ACCESSION NUMBER: EJ116452

PUBLICATION DATE: FEB 75

TITLE: SOME THINGS YOU SHOULD KNOW ABOUT -- ONAP (THE OFFICE OF NATIVE AMERICAN PROGRAMS)

DESCRIPTOR: *AMERICAN INDIANS; *POPULATION DISTRIBUTION; *PROGRAM EFFECTIVENESS; *SERVICES

IDENTIFIER: *OFFICE OF NATIVE AMERICAN PROGRAMS; ONAP

THE OFFICE OF NATIVE AMERICAN PROGRAMS SERVING ALL AMERICAN INDIANS HAS PRIMARY RESPONSIBILITY FOR DEVELOPING POLICY, LEGISLATIVE PROPOSALS AND GUIDANCE, AND FOR PROVIDING STAFF ADVICE TO THE OFFICE OF THE SECRETARY ON MATTERS OF POVERTY RELATIVE TO URBAN AND RESERVATION INDIANS. (JC)

JOURNAL CITATION: FIVE TRIBES JOURNAL; 1; 1; 11-21

ACCESSION NUMBER: EJ116459

PUBLICATION DATE: APR-MAY 1975

TITLE: THE HANDGAME

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL BACKGROUND; *DEFINITIONS; *GAMES; RECREATIONAL ACTIVITIES

IDENTIFIER: *HANDGAME

PLAYED BY MANY INDIAN TRIBES, BOTH IN THE PAST AND PRESENT, "HANDGAME" IS A GUESSING GAME PLAYED WITH BONES HIDDEN IN CONTESTANTS' HANDS. (JC)

JOURNAL CITATION: WEEWISH TREE; 3; 7; 21-4

ACCESSION NUMBER: EJ116460

PUBLICATION DATE: APR-MAY 1975

TITLE: THE MICCOSUKEE INDIANS

PERSONAL AUTHOR: PARKER, CHRIS

DESCRIPTOR: *AMERICAN INDIANS; *CONFLICT; *HISTORY; *SOCIOCULTURAL PATTERNS; TRIBES; TREATIES

IDENTIFIER: *MICCOSUKEES; FLORIDA EVERGLADES; SEMINOLES

THOUGH POLITICALLY SEPARATE FROM THE SEMINOLE, THE MICCOSUKEES ARE, LIKE THE SEMINOLES, ORIGINALLY FROM GEORGIA AND NORTH CAROLINA, AND THEIR LANGUAGE AND CUSTOMS PARALLEL THOSE OF THE SEMINOLE. (JC)

JOURNAL CITATION: WEEWISH TREE; 3; 7; 25-7

ACCESSION NUMBER: EJ116469

PUBLICATION DATE: MAR-APR 75

TITLE: THE FIVE CIVILIZED TRIBES MUSEUM: HOW IT ALL BEGAN

PERSONAL AUTHOR: WADLEY, MARIE COOK; BROWN, FRANCES ROSSER

DESCRIPTOR: *AMERICAN INDIANS; *FINANCIAL SUPPORT; *MUSEUMS; *SITE DEVELOPMENT; BUILDING CONVERSION; HISTORY; ORGANIZATION

IDENTIFIER: *FIVE CIVILIZED TRIBES MUSEUM; OKLAHOMA

JOURNAL CITATION: FIVE TRIBES JOURNAL; 1; 2; 8-13

ACCESSION NUMBER: EJ117003

PUBLICATION DATE: WIN 74

TITLE: CROSS-CULTURAL COMMUNICATION AND THE ADULT EDUCATOR

PERSONAL AUTHOR: NIEMI, JOHN A.

DESCRIPTOR: *COMMUNICATION (THOUGHT TRANSFER); *CROSS CULTURAL STUDIES; *COMMUNICATION PROBLEMS; *AMERICAN INDIANS; *ADULT LEARNING; ADULT EDUCATORS; CROSS CULTURAL TRAINING; SECOND LANGUAGE LEARNING; FOREIGN COUNTRIES

IDENTIFIER: *CROSS CULTURAL COMMUNICATION; CANADA

THE PAPER REVIEWS BRIEFLY THE PROCESS AND MODES OF COMMUNICATION, EXPLORES SOME PROBLEMS OF CROSS-CULTURAL COMMUNICATION BETWEEN THE DOMINANT SOCIETY AND THE MULTITUDE OF INDIAN CULTURES THAT EXIST IN CANADA, AND DRAWS SOME IMPLICATIONS FOR ADULT EDUCATORS. (AUTHOR/MW)

JOURNAL CITATION: LITERACY DISCUSSION; 5; 4; 545-58

ACCESSION NUMBER: EJ117172

PUBLICATION DATE: SPR 75

TITLE: INDIAN WOMEN: AN HISTORICAL AND PERSONAL PERSPECTIVE

PERSONAL AUTHOR: CHRISTENSEN, ROSEMARY ACKLEY

DESCRIPTOR: *AMERICAN HISTORY; *HISTORY; *AMERICAN INDIANS; *CULTURAL DIFFERENCES; *FEMALES; ETHNIC GROUPS; ROLE MODELS; RACIAL DIFFERENCES; ETHNOLOGY

SEVERAL ISSUES RELATING TO INDIAN WOMEN ARE DISCUSSED. THESE INCLUDE (1) THE THREE TYPES OF PEOPLE TO WHOM WE OWE OUR HISTORICAL PERCEPTIONS OF INDIAN WOMEN, (2) ROLE DELINEATION IN INDIAN SOCIETY; (3) DIFFERENCES BETWEEN INDIAN WOMEN AND WHITE WOMEN, AND (4) LITERARY ROLE MODELS OF INDIAN WOMEN. (AUTHOR/BW)

JOURNAL CITATION: PUPIL PERSONNEL SERVICES (MINNESOTA DEPARTMENT OF EDUCATION); 4; 2; 12-22

ACCESSION NUMBER: EJ117708

PUBLICATION DATE: JAN 75

TITLE: THE /-K/, /-M/ PROBLEM IN YAVAPAI SYNTAX

PERSONAL AUTHOR: KENDALL, MARTHA B.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *SUFFIXES; *NOMINALS; *MORPHOLOGY (LANGUAGES); *VERBS; MORPHEMES; TAGMEMIC ANALYSIS; STRUCTURAL GRAMMAR; LINGUISTIC THEORY; LANGUAGE PATTERNS; SYNTAX

IDENTIFIER: *YAVAPAI; YUMAN

THE MORPHEMES /-K/ AND /-M/ FUNCTION AS NOMINAL CASE ENDINGS AND AS VERBAL SYNTACTIC AND DERIVATIONAL SUFFICES. THEY ARE ALSO POLYSEMOUS RATHER THAN HOMOPHONOUS IN YAVAPAI. MANY VERBAL SUFFIXES ARE ACCOUNTED FOR BY THE REFERENT-SWITCHING RULE, INDICATING THE SUBJECT OF A VERB IN RELATION TO THE NEXT HIGHEST VERB. (SC)

JOURNAL CITATION: INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS; 41; 1; 1-9

ACCESSION NUMBER: EJ117709

PUBLICATION DATE: JAN 75

TITLE: DIUXI MIXTEC VERBS OF MOTION AND ARRIVAL

PERSONAL AUTHOR: KUIPER, ALBERTHA; MERRIFIELD, WILLIAM R.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *CASE (GRAMMAR); *LANGUAGE PATTERNS; *VERBS; *DESCRIPTIVE LINGUISTICS; LINGUISTIC THEORY; SEMANTICS; SYNTAX; MORPHOLOGY (LANGUAGES)

IDENTIFIER: *MIXTEC; MEXICO (OAXACA)

IN MIXTEC THERE ARE SIX MOTION VERBS THAT ARE ACTIVE AND FUNCTION AS MAIN AND AUXILIARY VERBS AND DIRECTIONAL MODIFIERS. THERE ARE FOUR VERBS OF ARRIVAL AND THEY FUNCTION AS MAIN AND AUXILIARY VERBS. THESE ARE BASED ON THE SAME ROOT AND MEANING. THE AUTHOR OUTLINES THE PATTERN OF INFLECTION AND EXPLAINS MOMENTARY VERBS. (SC)

JOURNAL CITATION: INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS; 41; 1; 32-45

ACCESSION NUMBER: EJ117710

PUBLICATION DATE: JAN 75

TITLE: RELATIVE CLAUSES IN CLASSICAL NAHUATL

PERSONAL AUTHOR: LANGACKER, RONALD W.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *PRONOUNS; *SENTENCE STRUCTURE; *DIACHRONIC LINGUISTICS; CLASSICAL LANGUAGES; STRUCTURAL GRAMMAR; LINGUISTIC THEORY; SYNTAX

IDENTIFIER: *RELATIVE CLAUSES; AZTECS; CLASSICAL NAHUATE

JANE ROSENTHAL'S PAPER ON RELATIVE CLAUSES IN CLASSICAL NAHUATL IS DISCUSSED, AND IT IS ARGUED THAT SHE MISSES AN IMPORTANT GENERALIZATION. AN ALTERNATIVE ANALYSIS TO A CLASS OF RELATIVE PRONOUNS AND NEW RULES FOR THE DISTRIBUTION OF RELATIVE PRONOUNS ARE PROPOSED. (SC)

JOURNAL CITATION: INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS; 41; 1; 46-68

ACCESSION NUMBER: EJ117712

PUBLICATION DATE: JAN 75

TITLE: ONONDAGA NOUN INCORPORATION: SOME NOTES ON THE INTERDEPENDENCE OF SYNTAX AND SEMANTICS

PERSONAL AUTHOR: WOODBURY, HANNI

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *NOMINALS; *SEMANTICS; *SYNTAX; *TRANSFORMATIONS (LANGUAGE); STRUCTURAL GRAMMAR; TAGMEMIC ANALYSIS; VERBS; MORPHOLOGY (LANGUAGES); PHRASE STRUCTURE; TRANSFORMATION GENERATIVE GRAMMAR; SENTENCE STRUCTURE

IDENTIFIER: *ONONDAGA; IROQUOIAN LANGUAGES

IN ONONDAGA AND ALL NORTHERN IROQUOIAN LANGUAGES, NOUNS CAN BE INCORPORATED INTO VERBS. THE FUNCTION OF THIS IS SEMANTIC AS WELL AS SYNTACTIC. IT IS SEMANTIC IN THAT THE SENSE OF AN INCORPORATED NOUN WILL BE NARROWER THAN ITS UNINCORPORATED COUNTERPART REGARDLESS OF MODIFIERS. INCORPORATION CHANGES THE TRANSFORMATIONAL STRUCTURE OF THE SENTENCE. (SC)

JOURNAL CITATION: INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS; 41; 1; 10-20

ACCESSION NUMBER: EJ118102

PUBLICATION DATE: SPR 75

TITLE: A HISTORICAL PERSPECTIVE ON TLINGIT MUSIC

PERSONAL AUTHOR: JOHNSTON, THOMAS F.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL BACKGROUND; *HISTORY; *MUSIC TECHNIQUES; DANCE; SOCIAL STATUS; VOCAL MUSIC

IDENTIFIER: *TLINGITS

JOURNAL CITATION: INDIAN HISTORIAN; 8; 1; 3-10

ACCESSION NUMBER: EJ118104

PUBLICATION DATE: SPR 75

TITLE: THE CULTURE-AREA CONCEPT: DOES IT DIFFRACT ANTHROPOLOGICAL LIGHT?

PERSONAL AUTHOR: HOWARD, JAMES H.

DESCRIPTOR: *AMERICAN INDIANS; *ANTHROPOLOGY; *AREA STUDIES; *EVALUATION; CULTURAL INTERRELATIONSHIPS; CONCEPT FORMATION; DEFINITIONS; GENERALIZATION

IDENTIFIER: *CULTURE AREA CONCEPT

IT IS CONTENDED THAT THE CONSISTENT EMPLOYMENT OF THE CULTURE AREA THEORY BY SEVERAL GENERATIONS OF ANTHROPOLOGISTS, HISTORIANS, AND WRITERS ON AMERICAN INDIAN ART HAS TENDED TO CREATE A HIGHLY UNREALISTIC AND RIGID PICTURE OF AMERICAN INDIAN CULTURES IN THE EYES OF BOTH THE PUBLIC AND THE INDIAN PEOPLE THEMSELVES. (JC)

JOURNAL CITATION: INDIAN HISTORIAN; 8; 1; 22-6

ACCESSION NUMBER: EJ118107

PUBLICATION DATE: SPR 75

TITLE: PRISON AND NATIVE PEOPLE

PERSONAL AUTHOR: BLACK HORSE, FRANCIS D.

DESCRIPTOR: *AMERICAN INDIANS; *ACCULTURATION; *CORRECTIVE INSTITUTIONS; *MAJORITY ATTITUDES; *REJECTION; CORRECTIONAL REHABILITATION; RACE RELATIONS; RACISM

JOURNAL CITATION: INDIAN HISTORIAN; 8; 1; 54-6

ACCESSION NUMBER: EJ119513

PUBLICATION DATE: JUN 75

TITLE: THE IMPLICATIONS OF WICHITA PHONOLOGY

PERSONAL AUTHOR: ROOD, DAVID S.

DESCRIPTOR: *GENERATIVE PHONOLOGY; *STRUCTURAL ANALYSIS; *AMERICAN INDIAN LANGUAGES; *PHONOLOGY; *MORPHOPHONEMICS; DEEP STRUCTURE; DISTINCTIVE FEATURES; LINGUISTIC THEORY; DESCRIPTIVE LINGUISTICS

IDENTIFIER: *WICHITA; CADDOAN LANGUAGES

THE PHONOLOGICAL SYSTEM AND MORPHOPHONEMIC RULES OF THE WICHITA LANGUAGE ARE EXAMINED. OBSERVATIONS ARE MADE REGARDING UNION AND DELETION, DELAYED RELEASE TO DISTINGUISH /C/ FROM /T/, PALATALIZATION OF /T/, AND A NEW FEATURE HIERARCHY. ALSO DISCUSSED IS THE PSYCHOLOGY OF SPEAKING A LANGUAGE IN WHICH ONE SPEECH EVENT FREQUENTLY HAS MANY UNDERLYING REPRESENTATIONS. (SC)

JOURNAL CITATION: LANGUAGE; 51; 2; 315-337

ACCESSION NUMBER: EJ119533

PUBLICATION DATE: MAR 75

TITLE: A PRELIMINARY SURVEY OF UPLAND YUMAN DIALECTS

PERSONAL AUTHOR: KENDALL, MARTHA B.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *DIALECTS; *MORPHOLOGY (LANGUAGES); *DESCRIPTIVE LINGUISTICS; VERBS; NEGATIVE FORMS (LANGUAGE)

IDENTIFIER: *YUMAN; ARIZONA; YAVAPAI; POSSESSIVES; TENSE; HAVASUPAI; HUALAPAI

UPLAND YUMAN SPEAKERS ARE LOCATED IN PARTS OF ARIZONA. THE YAVAPAI, HAVASUPAI AND HUALAPAI DIALECTS ARE DISCUSSED AND COMPARED FOR AUXILIARIES, VERB MARKERS, POSSESSIVES, AND NEGATIVES. (SC)

JOURNAL CITATION: ANTHROPOLOGICAL LINGUISTICS; 17; 3; 89-101

ACCESSION NUMBER: EJ119536

PUBLICATION DATE: JAN-MAR 75

TITLE: LOS DIALECTOS DE LA LENGUA NAHUA (DIALECTS OF THE NAHUATL LANGUAGE)

PERSONAL AUTHOR: HASLER, JUAN A.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *UTO AZTECAN LANGUAGES; *NATIVE SPEAKERS; *DIALECT STUDIES; *DIACHRONIC LINGUISTICS; MEXICANS; LATIN AMERICAN CULTURE

IDENTIFIER: *NAHUATL; MEXICO

NAHUATL WAS THE INDIGENOUS, PREHISPANIC MEXICAN LANGUAGE, STILL SPOKEN TODAY, AND RELATED TO THE NONTONAL LANGUAGES OF MESOAMERICA. SEVERAL NAHUATL DIALECTS ARE MENTIONED: CAZCAN, PIPIL, THE EXTINCT POCHUTECO, AND FOUR DIALECTS DISTINGUISHED GEOGRAPHICALLY, EAST, NORTH, CENTRAL, AND WEST. THESE ARE DISCUSSED WITH ATTENTION TO THE DEVELOPMENT OF NAHUATL. (TEXT IS IN SPANISH.) (CK)

JOURNAL CITATION: AMERICA INDIGENA; 35; 1; 179-188

ACCESSION NUMBER: EJ119543

PUBLICATION DATE: SPR-SUM 75

TITLE: CAUSATIVE CONSTRUCTIONS IN MIKASUKI

PERSONAL AUTHOR: DERRICK, M. T.

DESCRIPTOR: *MORPHOLOGY (LANGUAGES); *SYNTAX; *DESCRIPTIVE LINGUISTICS; *AMERICAN INDIAN LANGUAGES; GRAMMAR; SEMANTICS; CONTRASTIVE LINGUISTICS; LINGUISTIC THEORY; DEEP STRUCTURE; SURFACE STRUCTURE

IDENTIFIER: *MIKASUKI

DISCUSSES THE CAUSATIVE INFIX "DZ" IN MIKASUKI, FROM THE POINT OF VIEW OF MORPHOLOGY AND SYNTAX, WITH A VIEW TO THE DEVELOPMENT OF AN ADEQUATE LINGUISTIC DESCRIPTION OF MIKASUKI GRAMMAR. (AM)

JOURNAL CITATION: USF LANGUAGE QUARTERLY; 13; 3-4; 13-26

ACCESSION NUMBER: EJ119569

PUBLICATION DATE: FEB 15 75

TITLE: TONES IN WAKASHAN

PERSONAL AUTHOR: KORTLANDT, F. H. H.

DESCRIPTOR: *INTONATION; *PHONETIC ANALYSIS; *PHONEMES; *AMERICAN INDIAN LANGUAGES; *PHONOLOGY; DIACHRONIC LINGUISTICS; MORPHOLOGY (LANGUAGES); SUPRASEGMENTALS; DESCRIPTIVE LINGUISTICS

IDENTIFIER: *HEILTSUK; WAKASHAN

FIELD RESEARCH INTO THE HEILTSUK LANGUAGE, PART OF THE KWAKIUTLIC BRANCH OF THE WAKASHAN LANGUAGE FAMILY, IN BRITISH COLUMBIA IS REPORTED. SOME OF THE FEATURES OF HEILTSUK PHONETICS ARE DISCUSSED. (RM)

JOURNAL CITATION: LINGUISTICS; 146; 31-34

ACCESSION NUMBER: EJ119813

PUBLICATION DATE: DEC 74

TITLE: AN ETHNOGRAPHIC APPROACH TO U.S. AND CANADIAN INDIAN EDUCATION

PERSONAL AUTHOR: PRICE, JOHN A.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL AWARENESS; *EDUCATION; *ETHNOLOGY; *TEACHER RESPONSIBILITY; CULTURAL DIFFERENCES; CURRICULUM PLANNING; CULTURAL PLURALISM; RURAL URBAN DIFFERENCES; SOCIAL SYSTEMS

JOURNAL CITATION: CANADIAN AND INTERNATIONAL EDUCATION; 3; 2; 99-115

ACCESSION NUMBER: EJ119816

PUBLICATION DATE: SUM 75

TITLE: BUREAUCRATS, BUDGETS, AND THE BIA: SEGMENTARY OPPOSITION IN A RESIDENTIAL SCHOOL

PERSONAL AUTHOR: CCLFER, CARCL J. PIERCE

DESCRIPTOR: *AMERICAN INDIANS; *COMPARATIVE ANALYSIS; *RESIDENTIAL SCHOOLS; *SCHOOL ORGANIZATION; BUREAUCRACY; POWER STRUCTURE; PROGRAM BUDGETING; SOCIAL STRUCTURE

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS; BIA

THE ARTICLE DESCRIBES THE POLITICAL SYSTEM WHICH OPERATES IN AN AMERICAN INDIAN SCHOOL AND DISCUSSES THE STRIKING ANALOGY BETWEEN THE SCHOOL'S BUREAUCRATIC STRUCTURE AND OPERATION AND THE STRUCTURE AND OPERATION OF A SEGMENTARY LINEAGE SYSTEM. (AUTHOR/NQ)

JOURNAL CITATION: HUMAN ORGANIZATION; 34; 2; 149-56

ACCESSION NUMBER: EJ119821

PUBLICATION DATE: SPR 75

TITLE: DEVELOPMENT OF CULTURALLY RELEVANT PROGRAMS IN BROUGHTON ISLAND

PERSONAL AUTHOR: HENDERSON, ROB; WILMAN, DAVID

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL EDUCATION; *COMMUNITY INVOLVEMENT; *PROGRAM DEVELOPMENT; ELEMENTARY SECONDARY EDUCATION; ESKIMOS; SCHOOL COMMUNITY RELATIONSHIP; WORKSHOPS

IDENTIFIER: *BROUGHTON ISLAND

JOURNAL CITATION: NORTHIAN; 11; 1; 1-3

ACCESSION NUMBER: EJ119822

PUBLICATION DATE: SPR 75

TITLE: NORTHERN NEEDS PROMPT TEACHERS TO WRITE SERIES (THE SASKATCHEWAN BULLETIN, VOL. 40, DECEMBER 31, 1973)

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL EDUCATION; *ELEMENTARY EDUCATION; *EDUCATIONAL NEEDS; *READING MATERIALS; CHILDRENS LITERATURE

IDENTIFIER: NORTHERN SASKATCHEWAN

EXCERPTS TAKEN FROM THE SASKATCHEWAN BULLETIN (VOLUME 40, DECEMBER 31, 1973) DETAIL THE PROCESS BY WHICH LOIS DALBY AND JEANETTE MCCRIE DEVELOPED A SERIES OF CULTURALLY RELEVANT BOOKS FOR AMERICAN INDIAN ELEMENTARY STUDENTS. (JC)

JOURNAL CITATION: NORTHIAN; 11; 1; 4-6

ACCESSION NUMBER: EJ119823

PUBLICATION DATE: SPR 75

TITLE: COMMUNITY ADULT EDUCATION CENTRES IN THE NORTHWEST TERRITORIES OF CANADA

PERSONAL AUTHOR: LIDSTER, ECHO L. R.

DESCRIPTOR: *AMERICAN INDIANS; *ADULT EDUCATION; *COMMUNITY DEVELOPMENT; *PROGRAM DESCRIPTIONS; AFFECTIVE OBJECTIVES; CULTURAL EDUCATION; COGNITIVE OBJECTIVES; PSYCHOMOTOR OBJECTIVES; SOCIAL CHANGE

IDENTIFIER: *NORTHWEST TERRITORIES (CANADA)

JOURNAL CITATION: NORTHIAN; 11; 1; 7-10

ACCESSION NUMBER: EJ119824

PUBLICATION DATE: SPR 75

TITLE: CANADIAN RESEARCH IN INDIAN EDUCATION

PERSONAL AUTHOR: NARANG, H. L.

DESCRIPTOR: *AMERICAN INDIANS; *BIBLIOGRAPHIES; *EDUCATIONAL RESEARCH; *MASTERS THESES; RESEARCH; DOCTORAL THESES

IDENTIFIER: *UNIVERSITY OF SASKATCHEWAN

PREPARED FROM THE SOURCES AVAILABLE AT THE UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS, THIS BIBLIOGRAPHY "ATTEMPTS TO INCLUDE ALL THESES AND DISSERTATIONS COMPLETED UNTIL 1971." (JC)

JOURNAL CITATION: NORTHIAN; 11; 1; 11-12

ACCESSION NUMBER: EJ119825

PUBLICATION DATE: SPR 75

TITLE: INDIANS MUST BE INDIANS: EDUCATION ON MANITOULIN ISLAND

PERSONAL AUTHOR: RADULOVICH, MARY LOU

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL EDUCATION; *PROGRAM DESCRIPTIONS; *SELF ACTUALIZATION; AMERICAN INDIAN CULTURE; BILINGUAL TEACHERS; EDUCATIONAL PHILOSOPHY; ELEMENTARY SECONDARY EDUCATION; OJIBWA

IDENTIFIER: *MANITOULIN ISLAND

JOURNAL CITATION: NORTHIAN; 11; 1; 13-14

ACCESSION NUMBER: EJ119826

PUBLICATION DATE: SPR 75

TITLE: THE CANADIAN ASSOCIATION IN SUPPORT OF THE NATIVE PEOPLES

PERSONAL AUTHOR: MCCONKEY, W. G.

DESCRIPTOR: *AMERICAN INDIANS; *ACHIEVEMENT; *ORGANIZATIONAL THEORIES; *SOCIAL SERVICES; INFORMATION DISSEMINATION; INSTRUCTIONAL MATERIALS; LEGAL AID; LIBRARIES; PUBLICATIONS

IDENTIFIER: *CANADIAN ASSOCIATION IN SUPPORT OF NATIVE PEOPLES

THE HISTORY, ORGANIZATIONAL PHILOSOPHY, AND RECENT ACCOMPLISHMENTS OF THE CANADIAN ASSOCIATION IN SUPPORT OF THE NATIVE PEOPLES ARE DISCUSSED. (JC)

JOURNAL CITATION: NORTHIAN; 11; 1; 20-2

ACCESSION NUMBER: EJ119827

PUBLICATION DATE: SPR 75

TITLE: EDUCATION FOR THE PEOPLE: TOWARDS A SYSTEMATIC APPROACH TO ASSESSING THE EDUCATIONAL NEEDS OF INDIAN COMMUNITIES

PERSONAL AUTHOR: RIFFEL, J. A.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY DEVELOPMENT; *EDUCATIONAL NEEDS; *EDUCATIONAL ASSESSMENT; *SYSTEMS DEVELOPMENT; COMMUNITY SCHOOLS; CULTURAL AWARENESS; EDUCATIONAL ALTERNATIVES; MODELS

IDENTIFIER: CANADA

JOURNAL CITATION: NORTHIAN; 11; 1; 26-31

ACCESSION NUMBER: EJ121296

PUBLICATION DATE: SUM 75

TITLE: INTRODUCTION: REASSESSING CHEROKEE STUDIES

PERSONAL AUTHOR: PURRINGTON, BURTON L.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CROSS CULTURAL STUDIES; *LITERATURE REVIEWS; *REVIEW (REEXAMINATION)

IDENTIFIER: *CHEROKEES

VARIOUS STUDIES PERTAINING TO THE CHEROKEE INDIANS ARE BRIEFLY DISCUSSED. (NQ)

JOURNAL CITATION: APPALACHIAN JOURNAL; 2; 4; 252-7

ACCESSION NUMBER: EJ121297

PUBLICATION DATE: SUM 75

TITLE: THE MYTHICO-RELIGIOUS ORIGIN OF THE CHEROKEES

PERSONAL AUTHOR: KING, DUANE H.; KING, LAURA H.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CROSS CULTURAL STUDIES; *MYSTICISM; *RELIGION; BELIEFS; BIBLICAL LITERATURE; MYTHOLOGY

IDENTIFIER: *CHEROKEES

THE ARTICLE COMPARED ONE ASPECT OF THE TRADITIONAL CHEROKEE BELIEF SYSTEM WITH ITS COUNTERPARTS IN THE BELIEFS OF MOST OTHER AMERICANS. (NQ)

JOURNAL CITATION: APPALACHIAN JOURNAL; 2; 4; 258-64

ACCESSION NUMBER: EJ121299

PUBLICATION DATE: SUM 75

TITLE: CULTURAL IDENTITY FOR THE MODERN CHEROKEES

PERSONAL AUTHOR: JACKSON, GILLIAM

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CULTURAL BACKGROUND; *CULTURE CONFLICT; *CULTURAL INTERRELATIONSHIPS; ACCULTURATION; INDIVIDUAL POWER

IDENTIFIER: *CHEROKEES

THE PRESERVATION OF THE CHEROKEES' CULTURAL IDENTITY IS BRIEFLY DISCUSSED. (NQ)

JOURNAL CITATION: APPALACHIAN JOURNAL; 2; 4; 280-3

ACCESSION NUMBER: EJ121302

PUBLICATION DATE: SUM 75

TITLE: MORE THAN MERE WORK: THE SUBSISTENCE SYSTEM OF OKLAHOMA'S CHEROKEE INDIANS

PERSONAL AUTHOR: WAHRHAFTIG, ALBERT L.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CULTURAL BACKGROUND; *SEX ROLE; *SOCIOECONOMIC BACKGROUND; AGE; CULTURAL DIFFERENCES; ECONOMIC FACTORS

IDENTIFIER: *CHEROKEES; OKLAHOMA

JOURNAL CITATION: APPALACHIAN JOURNAL; 2; 4; 327-31

ACCESSION NUMBER: EJ121310

PUBLICATION DATE: SPR 74

TITLE: THE CORRELATION BETWEEN SOCIETAL ATTITUDES AND THOSE OF AMERICAN AUTHORS IN THE DEPICTION OF AMERICAN INDIANS, 1607-1860

PERSONAL AUTHOR: HAMILTON, W. L.

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN LITERATURE; *ETHNOCENTRISM; *LITERARY CRITICISM; *SOCIAL ATTITUDES; CORRELATION; ETHNIC STEREOTYPES; HISTORICAL REVIEWS; MORAL CRITICISM; ROMANTICISM

JOURNAL CITATION: AMERICAN INDIAN QUARTERLY; 1; 1; 1-26

ACCESSION NUMBER: EJ121311

PUBLICATION DATE: SPR 74

TITLE: WILLIAM FAULKNER'S INDIANS

PERSONAL AUTHOR: GAGE, DUAGE

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN LITERATURE; *CHARACTERIZATION (LITERATURE); *LITERARY ANALYSIS; ALLEGORY; PHILOSOPHY; SOCIAL RELATIONS; SOCIAL PROBLEMS; SOCIAL VALUES

IDENTIFIER: *FAULKNER (WILLIAM)

THE ARTISTIC AND SOCIAL/HISTORICAL VALIDITY OF WILLIAM FAULKNER'S CHARACTERIZATIONS OF AMERICAN INDIANS ARE EXAMINED. (JC)

JOURNAL CITATION: AMERICAN INDIAN QUARTERLY; 1; 1; 27-33

ACCESSION NUMBER: EJ121312

PUBLICATION DATE: SPR 74

TITLE: LACROSSE: THE COMBAT OF THE SPIRITS

PERSONAL AUTHOR: MCCLUNEY, EUGENE B.

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN HISTORY; *DEFINITIONS; *GAMES; PHILOSOPHY

IDENTIFIER: *LACROSSE

THE GAME OF LACROSSE IS DISCUSSED IN TERMS OF ITS AMERICAN INDIAN ORIGINS. (JC)

JOURNAL CITATION: AMERICAN INDIAN QUARTERLY; 1; 1; 34-42

ACCESSION NUMBER: EJ121313

PUBLICATION DATE: SUM 74

TITLE: THE DEATH OF JOHN SASSAMON: AN EXPLORATION IN WRITING NEW ENGLAND INDIAN HISTORY

PERSONAL AUTHOR: RONDA, JAMES P.; RONDA, JEANNE

DESCRIPTOR: *AMERICAN INDIANS; *PRIMARY SOURCES; *RESEARCH PROBLEMS; *UNITED STATES HISTORY; CASE STUDIES; ETHNOCENTRISM; HISTORICAL REVIEWS; COURT LITIGATION

IDENTIFIER: *SASSAMON CASE

A REVIEW OF PRIMARY SOURCES RELATIVE TO THE DEATH OF JOHN SASSAMON, AN AMERICAN INDIAN, REVEALS THE DIFFICULTIES OF ETHNOCENTRISM, RELIGIOUS BIAS, AND/OR PERSONAL INTEREST ENCOUNTERED BY HISTORIANS. (JC)

JOURNAL CITATION: AMERICAN INDIAN QUARTERLY; 1; 2; 91-102

ACCESSION NUMBER: EJ121314

PUBLICATION DATE: SUM 74

TITLE: HAMLIN GARLAND AND THE INDIAN

PERSONAL AUTHOR: UNDERHILL, LONNIE E.

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN LITERATURE; *LITERARY CRITICISM; *SOCIAL ACTION; AMERICAN INDIAN CULTURE; HISTORICAL CRITICISM; NATURALISM; SOCIAL PROBLEMS

IDENTIFIER: *GARLAND (HAMLIN)

WRITTEN TO STIMULATE INTEREST IN AN EVALUATION OF HAMLIN GARLAND'S TOTAL PRODUCTION OF WORK ON THE AMERICAN INDIAN, THIS ARTICLE SUGGESTS A REEVALUATION OF SOME OF GARLAND'S WORK IN LIGHT OF THE CURRENT INTEREST IN AMERICAN INDIAN STUDIES. (JC)

JOURNAL CITATION: AMERICAN INDIAN QUARTERLY; 1; 2; 103-13

ACCESSION NUMBER: EJ121315

PUBLICATION DATE: AUT 74

TITLE: THE INDIAN WRITINGS OF MARI SANDOZ: "A LONE ONE LEFT FROM THE OLD TIMES"

PERSONAL AUTHOR: CLARK, LA VERNE HARRELL

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN LITERATURE; *AMERICAN INDIAN CULTURE; *LITERARY CRITICISM

IDENTIFIER: *SANDOZ (MARI)

JOURNAL CITATION: AMERICAN INDIAN QUARTERLY; 1; 3; 183-92

ACCESSION NUMBER: EJ121316

PUBLICATION DATE: AUT 74

TITLE: KIOWA ART FROM RAINY MOUNTAIN: THE STORY OF JAMES AUCHIAH

PERSONAL AUTHOR: PATE, J'NELL

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN INDIAN CULTURE; *ART EDUCATION; *SELF ACTUALIZATION; ART PRODUCTS; CULTURAL AWARENESS; HISTORY; SUCCESS FACTORS

IDENTIFIER: *AUCHIAH (JAMES); KIOWAS

JOURNAL CITATION: AMERICAN INDIAN QUARTERLY; 1; 3; 193-200

ACCESSION NUMBER: EJ121317

PUBLICATION DATE: MAY-JUN 75

TITLE: DIRECTORY OF INDIAN SERVICES IN THE FIVE TRIBES AREA

DESCRIPTOR: *AMERICAN INDIANS; *AGENCIES; *DIRECTORIES; *SOCIAL SERVICES; COMMUNITY DEVELOPMENT; COMMUNITY HEALTH SERVICES; EMPLOYMENT; EDUCATION; HOUSING; PERSONNEL

IDENTIFIER: *OKLAHOMA

JOURNAL CITATION: FIVE TRIBES JOURNAL; 1; 3; 3-5

ACCESSION NUMBER: EJ121318

PUBLICATION DATE: MAY-JUN 75

TITLE: INDIAN STUDIES DEGREE PROGRAM: NORTHEASTERN STATE UNIVERSITY

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN INDIAN CULTURE; *BACHELORS DEGREES; *COLLEGE PROGRAMS; ETHNOLOGY; HIGHER EDUCATION; HISTORY; LANGUAGE; PROGRAM DESCRIPTIONS

IDENTIFIER: *NORTHEASTERN OKLAHOMA STATE UNIVERSITY

JOURNAL CITATION: FIVE TRIBES JOURNAL; 1; 3; 12-13

ACCESSION NUMBER: EJ121711

PUBLICATION DATE: SUM 75

TITLE: AMERICAN INDIAN TEACHER TRAINING: THE TEACHER CORPS MODEL

PERSONAL AUTHOR: THOMPSON, THOMAS A.

DESCRIPTOR: *TEACHER EDUCATION; *MINORITY GROUP TEACHERS; *AMERICAN INDIANS; *FEDERAL PROGRAMS; TEACHERS; PROGRAM DESCRIPTIONS

IDENTIFIER: *TEACHER CORPS

JOURNAL CITATION: JOURNAL OF TEACHER EDUCATION; 26; 2; 123-4

ACCESSION NUMBER: EJ122780

PUBLICATION DATE: MAR 15 75

TITLE: MECHANIZATION OF COGNATE RECOGNITION IN COMPARATIVE LINGUISTICS

PERSONAL AUTHOR: DAMERAU, F. J.

DESCRIPTOR: *INDO EUROPEAN LANGUAGES; *UTO AZTECAN LANGUAGES; *AMERICAN INDIAN LANGUAGES; *CONTRASTIVE LINGUISTICS; *COMPUTATIONAL LINGUISTICS; DIACHRONIC LINGUISTICS; COMPARATIVE ANALYSIS; PHONEMES

IDENTIFIER: *COGNATES

THE ARTICLE REPORTS ON VARIOUS METHODS PREVIOUSLY USED TO DISCOVER COGNATES WITH COMPUTER ASSISTANCE BETWEEN 5 INDO-EUROPEAN LANGUAGES (FRENCH, RUSSIAN, ENGLISH, GERMAN AND RUMANIAN), AND BETWEEN SHOSHONE AND NORTHERN PAIUTE, AND IN ONE BRANCH OF UTO-AZTECAN LANGUAGES. ONE SPECIFIC COMPUTATIONAL PROCEDURE CURRENTLY USED IS OUTLINED. TABLES ILLUSTRATE THE RESULTS. (CLK)

JOURNAL CITATION: LINGUISTICS; 148; 5-29

ACCESSION NUMBER: EJ122930

PUBLICATION DATE: SEP 75

TITLE: TO WATCH THEM STAND TALL; THE SIOUX CITY P.L. INDIAN PROJECT

PERSONAL AUTHOR: JONES, MARIE C.

DESCRIPTOR: *LIBRARY SERVICES; *AMERICAN INDIANS; *OUTREACH PROGRAMS; COMMUNITY INFORMATION SERVICES

IDENTIFIER: *SIOUX CITY PUBLIC LIBRARY; IOWA; NEBRASKA

REPORTS ON PROGRAMS OF, BY, AND FOR NATIVE AMERICANS IN IOWA AND NEBRASKA. (PF)

JOURNAL CITATION: AMERICAN LIBRARIES; 6; 8; 494-6

ACCESSION NUMBER: EJ123118

PUBLICATION DATE: SUM 75

TITLE: URBAN RELOCATION RECONSIDERED: ANTECEDENTS OF EMPLOYMENT AMONG INDIAN MALES

PERSONAL AUTHOR: CLINTON, LAWRENCE; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *MALES; *RELOCATION; *SOCIOECONOMIC INFLUENCES; *URBAN AREAS; ECONOMIC FACTORS; EMPLOYMENT PATTERNS; VOCATIONAL ADJUSTMENT; VOCATIONAL EDUCATION

THE ECONOMIC CONSEQUENCES OF URBAN RELOCATION AND THE RELATIONSHIP OF PRE-RELOCATION EXPERIENCES AND MIGRANT CHARACTERISTICS TO SUCCESSFUL COMPLETION OF VOCATIONAL TRAINING AND EMPLOYMENT ARE ASSESSED FOR 202 MALE AMERICAN INDIAN RELOCATEES WHO HAD PARTICIPATED IN THE BUREAU OF INDIAN AFFAIRS' DIRECT EMPLOYMENT OR ADULT VOCATIONAL TRAINING PROGRAMS. (AUTHOR/NQ)

JOURNAL CITATION: RURAL SOCIOLOGY; 40; 2; 117-33

ACCESSION NUMBER: EJ123131

PUBLICATION DATE: 75

TITLE: A CURRICULUM MODEL FOR AMERICAN INDIAN SCHOOLS

PERSONAL AUTHOR: SHARPES, DONALD K.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CURRICULUM DEVELOPMENT; *CULTURAL AWARENESS; *ELEMENTARY SECONDARY EDUCATION; *MODELS; ART; ENERGY; HEALTH; LANGUAGE; LAWS

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 9; 4-6

ACCESSION NUMBER: EJ123137

PUBLICATION DATE: FALL 75

TITLE: RESERVATION-BASED INDUSTRY: A CASE FROM ZUNI, NEW MEXICO

PERSONAL AUTHOR: STOFFLE, RICHARD W.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL AWARENESS; *CASE STUDIES; *INDUSTRY; *RESERVATIONS (INDIAN); CONFLICT RESOLUTION; DECENTRALIZATION; PERSONNEL POLICY

IDENTIFIER: ZUNIS; NEW MEXICO

JOURNAL CITATION: HUMAN ORGANIZATION; 34; 3; 217-25

ACCESSION NUMBER: EJ123138

PUBLICATION DATE: FALL 75

TITLE: COMMENT ON RESERVATION-BASED INDUSTRY: A CASE FROM ZUNI, NEW MEXICO

PERSONAL AUTHOR: LASILOO, PESANCIO; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL AWARENESS; *EVALUATION; *RESERVATIONS (INDIAN); *INDUSTRY; CASE STUDIES; CONFLICT RESOLUTION; DECENTRALIZATION; PERSONNEL POLICY

IDENTIFIER: ZUNIS; NEW MEXICO

JOURNAL CITATION: HUMAN ORGANIZATION; 34; 3; 226

ACCESSION NUMBER: EJ123139

PUBLICATION DATE: FALL 75

TITLE: DEVELOPMENT BY GRANTSMANSHIP: ECONOMIC PLANNING ON THE LOWER BRULE SIOUX RESERVATION

PERSONAL AUTHOR: SCHUSKY, ERNEST L.

DESCRIPTOR: *AMERICAN INDIANS; *ECONOMIC DEVELOPMENT; *GRANTS; *RESERVATIONS (INDIAN); AGRICULTURE; EMPLOYMENT OPPORTUNITIES; INDUSTRY; POLITICAL POWER; PROGRAM DEVELOPMENT

IDENTIFIER: *LOWER BRULE SIOUX RESERVATION

JOURNAL CITATION: HUMAN ORGANIZATION; 34; 3; 227-36

ACCESSION NUMBER: EJ123141

PUBLICATION DATE: FALL 75

TITLE: POSITIVE STEREOTYPING: THE CULTURAL RELATIVIST IN THE CLASSROOM

PERSONAL AUTHOR: KLEINFELD, JUDITH

DESCRIPTOR: *AMERICAN INDIANS; *POSITIVE REINFORCEMENT; *STEREOTYPES; *TEACHER ATTITUDES; EDUCATIONAL ANTHROPOLOGY; PROGRESSIVE EDUCATION; RACIAL DISCRIMINATION; STUDENT TEACHER RELATIONSHIP

IDENTIFIER: *CULTURAL RELATIVISTS

JOURNAL CITATION: HUMAN ORGANIZATION; 34; 3; 269-74

ACCESSION NUMBER: EJ123321

PUBLICATION CATE: JUL 75

TITLE: NATIVE AMERICAN CONTRIBUTIONS TO SCIENCE, ENGINEERING, ANC MEDICINE

PERSONAL AUTHOR: BROWN, JANET W.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *ENGINEERING; *HISTORY; *MEDICINE; *SCIENCE EDUCATION; CULTURE; SCIENCE HISTORY

IDENTIFIER: *NATIVE AMERICANS

DESCRIBES THE RICH TRADITICNS OF NATIVE AMERICAN PEOPLES AND GIVES BRIEF EXAMPLES OF THEIR CONTRIBUTIONS TO SCIENCE, ENGINEERING AND MEDICINE. IN ADDITICN, A NEED FCR INTERDISCIPLINARY RESEARCH IN THIS AREA IS ENUNCIATED. (BR)

JOURNAL CITATION: SCIENCE; 189; 4196; 38-40

ACCESSION NUMBER: EJ124010

PUBLICATION DATE: SEP 75

TITLE: SELECTED APPROACHES TO THE TEACHING CF INTERCULTURAL COMMUNICATICN: AMERICAN INDIAN SPEAKING: AN INTERCULTURAL, INTERDISCIPLINARY APPROACH

PERSONAL AUTHOR: SORBER, EDNA C.; AND OTHERS

DESCRIPTOR: *INTERCULTURAL PRCGRAMS; *AMERICAN INCIAN LANGUAGES; *LANGUAGE RESEARCH; *INTERDISCIPLINARY APPROACH; *SPEECH; COMMUNICATION (THOUGHT TRANSFER); LANGUAGE USAGE; SECONDARY EDUCATION; CURRICULUM DEVELOPMENT; RESOURCE MATERIALS

DESCRIBES AN INSTRUCTICNAL PROGRAM THAT COORDINATES STUDIES IN INDIAN RHETORIC AND AMERICAN HISTCRY. (MH)

JOURNAL CITATION: SPEECH TEACHER; 24; 3; 181-90

ACCESSION NUMBER: EJ124011

PUBLICATION DATE: SEP 75

TITLE: SELECTED APPROACHES TO THE TEACHING OF INTERCULTURAL COMMUNICATION: SOME AMERICAN INDIAN VOICES: RESOURCES IN INTERCULTURAL RHETORIC AND INTERPRETATION

PERSONAL AUTHOR: ARRINGTON, RUTH M.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *RHETORIC; *RESOURCE MATERIALS; *SPEECH; *INTERPRETIVE SKILLS; LITERATURE REVIEWS; HIGHER EDUCATION; INTERCULTURAL PROGRAMS

CITES SPECIFIC NEWSPAPERS, JOURNALS, MAGAZINES AND DIARIES AS LITERARY SOURCES FOR INFORMATION ABOUT AMERICAN INDIANS. (MH)

JOURNAL CITATION: SPEECH TEACHER; 24; 3; 191-94

ACCESSION NUMBER: EJ124014

PUBLICATION DATE: SEP 75

TITLE: SELECTED APPROACHES TO THE TEACHING OF INTERCULTURAL COMMUNICATION: CULTURE CONTACT THROUGH LITERATURE PERFORMANCE

PERSONAL AUTHOR: SPEER, JEAN HASKELL

DESCRIPTOR: *INTERPRETIVE READING; *INTERCULTURAL PROGRAMS; *READERS THEATER; HIGHER EDUCATION; COMMUNICATION (THOUGHT TRANSFER); AMERICAN INDIAN CULTURE; NON WESTERN CIVILIZATION; ESKIMOS

IDENTIFIER: APPALACHIA

DESCRIBES A READING HOUR SERIES THAT FOCUSED ON APPALACHIAN FOLK LITERATURE, AMERICAN INDIAN LITERATURE, ORIENTAL AND ESKIMO LITERATURE. THE SERIES WAS PLANNED AND EXECUTED BY AN INTERPRETATION GROUP TO ENRICH STUDIES OF INTERCULTURAL COMMUNICATION. (MH)

JOURNAL CITATION: SPEECH TEACHER; 24; 3; 209-10

ACCESSION NUMBER: EJ124109

PUBLICATION DATE: APR 75

TITLE: EXPERIMENTAL APPROACHES TO ORAL TRADITION LITERATURE

PERSONAL AUTHOR: TROUT, LAWANA

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *ORAL EXPRESSION; *POETRY; *NAVAHO; PAPERBACK BOOKS; LITERATURE; SINGING; TEACHING TECHNIQUES

IDENTIFIER: *TRADITIONAL ORAL LITERATURE

JOURNAL CITATION: ENGLISH JOURNAL; 64; 4; 94-7

ACCESSION NUMBER: EJ124207

PUBLICATION DATE: OCT 75

TITLE: OF NATURE AND MODERNITY. NATIVE AMERICAN CENTER, MINNEAPOLIS, MINN.

PERSONAL AUTHOR: STEPHENS, SUZANNE

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN INDIAN CULTURE; *CULTURAL CENTERS; *ARCHITECTURAL CHARACTER; *BUILDING DESIGN; SOCIAL SERVICES; CULTURAL EDUCATION; RECREATIONAL PROGRAMS; FACILITY GUIDELINES

THE CENTER--PLANNED, FUNDED, AND RUN BY INDIANS--PROCLAIMS AN EMERGING PRIDE IN THE INDIAN HERITAGE, AT THE SAME TIME PROVIDING A PLACE FOR CEREMONIAL, CULTURAL, SOCIAL, AND RECREATIONAL ACTIVITIES. (AUTHOR/MLF)

JOURNAL CITATION: PROGRESSIVE ARCHITECTURE; 56; 10; 66-69

ACCESSION NUMBER: EJ124731

PUBLICATION DATE: OCT 75

TITLE: INDIAN LIBRARIES: ORGANIZATION SEEKS IMPROVED SERVICES

DESCRIPTOR: *AMERICAN INDIANS; *FINANCIAL SUPPORT; *GOVERNMENT ROLE; *LIBRARY PLANNING; *LIBRARY SERVICES; MANPOWER NEEDS; ORGANIZATIONS (GROUPS)

JOURNAL CITATION: AMERICAN INDIAN JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 1; 1; 12-17

ACCESSION NUMBER: EJ125219

PUBLICATION DATE: JUL-AUG 75

TITLE: THIRTY YEARS TOO SOON: INDIAN EDUCATION UNDER THE INDIAN NEW DEAL

PERSONAL AUTHOR: SZASZ, MARGARET C.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL HISTORY; *FEDERAL GOVERNMENT; *ADMINISTRATIVE POLICY; *EDUCATIONAL POLICY; EDUCATIONAL INNOVATION; BILINGUAL EDUCATION; EDUCATIONAL CHANGE; POLITICAL ISSUES; GOVERNMENT ROLE

DISCUSSES THE ANTECEDENTS OF THE INNOVATIONS OF THE SIXTIES IN INDIAN EDUCATION -CROSS-CULTURAL AND BILINGUAL EDUCATION AND VOCATIONAL TRAINING FOR RESERVATION LIVING - IN THE INNOVATIONS IN THE THIRTIES, DURING THE INDIAN NEW DEAL, NOTING THAT THE REASON THE INNOVATIONS OF THE THIRTIES WERE SHORT-LIVED WAS THAT THEY HAD NEVER REALLY BELONGED TO THE INDIAN PEOPLE. (AUTHOR/JM)

JOURNAL CITATION: INTEGRATED EDUCATION; 13; 4; 3-9

ACCESSION NUMBER: EJ125227

PUBLICATION DATE: JUL-AUG 75

TITLE: THE PONCAS AND COMMUNITY CONTROL

PERSONAL AUTHOR: HEERMAN, CHARLES E.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY CONTROL; *YOUTH PROBLEMS; *SURVEYS; DISADVANTAGED YOUTH; EDUCATIONAL PROBLEMS; SOCIALLY DEVIANT BEHAVIOR; CLASSIFICATION; JUVENILE COURTS

IDENTIFIER: *OKLAHOMA

FOUR HUNDRED THIRTY-SEVEN JUVENILE CASES THAT WERE HEARD IN KAY COUNTY COURTS DURING THE YEARS 1968-1972 WERE REVIEWED IN ORDER TO STUDY THE ISSUE, IT IS STATED, OF WHETHER OR NOT THE PONCA TRIBE OF INDIANS IN OKLAHOMA MAINTAIN COMMUNITY PRIDE IN TERMS OF HOUSING, HEALTH, AND EMPLOYMENT PROGRAMS AT THE SAME TIME THAT PONCA YOUTH ARE BEING LABELED DEVIANT. (AUTHOR/JM)

JOURNAL CITATION: INTEGRATED EDUCATION; 13; 4; 32-36

ACCESSION NUMBER: EJ125548

PUBLICATION DATE: SEP 75

TITLE: SOCIAL WORK WITH NATIVE AMERICANS

PERSONAL AUTHOR: LEWIS, RONALD G.; HO, MAN KEUNG

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *COUNSELING EFFECTIVENESS; *VALUES; *CULTURAL DIFFERENCES; *INDIVIDUAL COUNSELING; STATE OF THE ART REVIEWS; AMERICAN INDIANS; FAMILY COUNSELING; CULTURAL BACKGROUND; SOCIAL WORK

IF SOCIAL WORKERS ARE TO SERVE NATIVE AMERICANS EFFECTIVELY, THEY MUST UNDERSTAND THEIR DISTINCTIVE CHARACTERISTICS, CULTURAL NORMS AND VALUE SYSTEMS. THE AUTHORS DISCUSS AND DESCRIBE THE LATTER AND SUGGEST THAT SOCIAL WORKERS AND FAMILY COUNSELORS VARY THEIR TECHNIQUES AS WELL AS APPROACH ACCORDING TO THE NEEDS OF NATIVE AMERICAN CULTURE. (SE)

JOURNAL CITATION: SOCIAL WORK; 20; 5; 379-382

ACCESSION NUMBER: EJ126195

PUBLICATION DATE: NOV 75

TITLE: NAVAHO C. C.'S UNFULFILLED PROMISE

PERSONAL AUTHOR: JANASSEN, PETER A.

DESCRIPTOR: *POST SECONDARY EDUCATION; *COMMUNITY COLLEGES; *AMERICAN INDIANS; *EDUCATIONAL DISADVANTAGEMENT; *REMEDIAL INSTRUCTION; CAREER EDUCATION; VOCATIONAL EDUCATION

IN THE MID-1960'S THE NAVAHO TRIBAL COUNCIL CREATED A TWO-YEAR COMMUNITY COLLEGE BUT IT HAS HAD MANY PROBLEMS EDUCATING STUDENTS WHO HAVE PREVIOUSLY KNOWN ONLY BUREAU OF INDIAN AFFAIRS (BIA) SCHOOLS. (KE)

JOURNAL CITATION: CHANGE; 7; 9; 52-53

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September 1975

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U.S. Army Aviation TNG Library
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Fort Rucker, Alabama 36360

Jacksonville State University
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Julia Tutwiler Library
Livingston, Alabama 35470

University of South Alabama
307 Gaillard Drive
Mobile, Alabama 36608

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Auburn University at Montgomery
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Alabama Agricultural And Mechanical University
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Normal, Alabama 35762

Troy State University
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Troy, Alabama 36081

University of Alabama
Library
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Anchorage Higher Education Consortium
Library
3211 Providence Avenue
Anchorage, Alaska 99504

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Library
Auke Bay, Alaska 99821

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Fairbanks, Alaska 99701

Alaska State Library
Department of Education
State Capitol Building
Juneau, Alaska 99801

Arizona

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University Library
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Research Coordinating Unit
1535 West Jefferson, 3rd Floor
Phoenix, Arizona 85007

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Hayden Library
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Library
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Library - Social Science Division
Tucson, Arizona 85721

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Riley Library
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Conway, Arkansas 72032

University of Arkansas
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Serials Department
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University of Arkansas at Little Rock
33rd and University Avenue
Little Rock, Arkansas 72204

Southern State College
Library
Magnolia, Arkansas 71753

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Russellville, Arkansas 72801

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Dean B. Ellis Library
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Marshburn Memorial Library
Azusa, California 91702

California State College - Bakersfield
9001 Stockdale Highway
Bakersfield, California 93309

University of California - Berkeley
Education/Psychology Library
Berkeley, California 94720

California State University - Chico
Library
Chico, California 95926

Claremont College
Honnold Library
Documents Department
Claremont, California 91711

Contra Costa County Department of Education
Access Information Center
2371 Stanwell Drive
Concord, California 94520

California State College - Dominguez Hills
Library - Serials Department
1000 East Victoria Street
Dominguez Hills, California 90747

Los Angeles County Superintendent of Schools
Division of Program Evaluation, Research Services
9300 E. Imperial Highway
Downey, California 90242

California State University - Fresno
Library
Fresno, California 93740

California State University - Fullerton
Library
800 North State College Boulevard
Fullerton, California 92634

Fullerton College
Library
321 East Chapman Avenue
Fullerton, California 92634

California State University - Hayward
Library
25800 Hillary Street
Hayward, California 94542

University of California - La Jolla
University Library
La Jolla, California 92037

California State University - Long Beach
Library
6101 East 7th Street
Long Beach, California 90840

Southwest Regional Laboratory for Educational Research and Development
4665 Lampson Avenue
Los Alamitos, California 90720

California State University - Los Angeles
John F. Kennedy Memorial Library
5175 State College Drive
Los Angeles, California 90032

ERIC Clearinghouse For Junior Colleges
University of California
96 Powell Library Building
Los Angeles, California 90024

University of Southern California
Library
University Park
Los Angeles, California 90007

Pepperdine University
Payson Library
24255 Pacific Coast Highway
Malibu, California 90265

California State University - Northridge
Library
18111 Nordhoff Street
Northridge, California 91324

Ambassador College
Library
300 West Green Street
Pasadena, California 91123

California State Polytechnic University - Pomona
Kellogg-Voorhis Library
3801 West Temple Avenue
Pomona, California 91768

San Mateo County Board of Education
Education Resources Center
333 Main Street
Redwood City, California 94063

University of California - Riverside
Library
Riverside, California 92507

California State College - Sonoma
Library
1801 East Cotati Avenue
Rohnert Park, California 94928

California State Department of Education
Vocational Education Resources Information Center
1025 P Street, Room 209
Sacramento, California 95814

California State University - Sacramento
Library
6000 J Street
Sacramento, California 95819

California State College
San Bernardino Library
5500 State College Parkway
San Bernardino, California 92407

San Diego County Department of Education
Superintendent of Schools
6401 Linda Vista Road
San Diego, California 92111

San Diego State University
Library
5402 College Avenue
San Diego, California 92115

U.S. International University
Elliott Campus Library
8655 Pomerado Road
San Diego, California 92124

Far West Laboratory for Educational Research and Development
Library
1855 Folsom Street
San Francisco, California 94103

San Francisco Public Library
Larkin & Fulton Streets
San Francisco, California 94102

San Francisco State University
Library
1630 Holloway Avenue
San Francisco, California 94132

San Jose State University
Library
125 South Seventh Street
San Jose, California 95192

California State Polytechnic University - San Luis Obispo
Library
San Luis Obispo, California 93401

University of California - Santa Barbara
Serials Library
Santa Barbara, California 93106

ERIC Clearinghouse on Information Resources
Stanford University
Center for Research and Development in Teaching
Stanford, California 94305

University of the Pacific
Library
Stockton, California 95204

California State College - Stanislaus
Library
800 Monte Vista Avenue
Turlock, California 95380

Whittier College
13729 Earlham Drive
Whittier, California 92307

Colorado

ERIC Clearinghouse for Social Studies/Social Science Education
855 Broadway
Boulder, Colorado 80302

University of Colorado
Education Library
Boulder, Colorado 80302

Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80203

U.S. Office of Education/DHEW
Region VIII
Federal Building
19th & Stout Street
Denver, Colorado 80202

University of Denver
Library - Serials Department
Denver, Colorado 80210

Colorado State University
Library
Fort Collins, Colorado 80521

University of Northern Colorado
Library
Greeley, Colorado 80639

Western State College
Library
Gunnison, Colorado 81230

Northern Colorado Board of Cooperative Educational Services
Information Retrieval Center
830 South Lincoln
Longmont, Colorado 80501

Connecticut

University of Bridgeport
Magus Wahlstrom Library
Bridgeport, Connecticut 06602

Southern Connecticut State College
H. C. Buley Library
501 Crescent Street
New Haven, Connecticut 06515

Area Cooperative Educational Services
Educational Resources Center
800 Dixwell Avenue
North Haven, Connecticut 06511

University of Connecticut
Wilbur Cross Library
Storrs, Connecticut 06268

Capitol Region Education Council
443 Windsor Avenue
Windsor, Connecticut 06095

Delaware

Delaware State Department of Public Instruction
Departmental Library
John G. Townsend Building
Dover, Delaware 19901

District of Columbia

American University
Library
318 Asbury Building
Washington, DC 20016

Catholic University of America
Library
Washington, DC 20017

D.C. Public Schools
Division of Planning Research and Evaluation
Research Information Center
415 12th Street, N.W., Room 1013
Washington, DC 20004

D.C. Teachers College
Library
Wilson Building
1100 Harvard Street, N.W.
Washington, DC 20009

Department of Health, Education, and Welfare
Department Library
Room 1436 North Building
330 Independence Avenue, S.W.
Washington, DC 20202

ERIC Clearinghouse on Teacher Education
American Association of Colleges for Teacher Education
1 Dupont Circle, N.W., Suite 616
Washington, DC 20036

ERIC Clearinghouse on Higher Education
George Washington University
1 Dupont Circle N.W., Suite 630
Washington, DC 20036

Federal City College
Educational Materials Center
Graduate Division
Victor Building
724 Ninth Street, N.W.
Washington, DC 20000

Gallaudet College
Edward Miner Gallaudet Memorial Library
7th & Florida Avenue N.E.
Washington, DC 20002

Library of Congress
Science Reading Room
First and Independence Avenue, S.E.
Annex, Room 5006
Washington, DC 20540

Library of Congress
Microform Reading Room
First Street and Independence Avenue, S.E.
Main Building, Room 140-b
Washington, DC 20540

National Education Association
Research Division
1201 16th Street, N.W., Room 522
Washington, DC 20036

National Institute of Education
Education Research Library
1832 M Street N.W.
Washington, DC 20208

National Institute of Education
Education Branch Library
400 Maryland Avenue, S.W. Room A-038
Washington, DC 20202

U.S. Office of Education/DHEW
Bureau of Occupational and Adult Education
Regional Office Building, Rm. 5020
7th and D Streets, S.W.
Washington, DC 20202

Washington Technical Institute
4100 Connecticut Avenue, N.W.
Washington, DC 20008

Florida

Florida Atlantic University
Library
Boca Raton, Florida 33432

University of Miami
Otto G. Richter Library
Coral Gables, Florida 33124

Broward County School Board
Materials Center
Fort Lauderdale, Florida 33310

Nova University
Hutchinson Library
3301 College Avenue
Fort Lauderdale, Florida 33314

Indian River Community College
Library
South 35th Street and Cortez Boulevard
Fort Pierce, Florida 33450

University of Florida
Education Library
Norman Hall
Gainesville, Florida 32611

Duval County Schools
Educational Media Center
1741 Francis Street
Jacksonville, Florida 32209

Florida International University
Library - Serials Department
Tamiami Trail
Miami, Florida 33144

Miami-Dade Community College
Library - Downtown Campus
300 N.E. 2nd Avenue
Miami, Florida 33132

Miami-Dade Community College-South
South Campus Library-Periodicals
11011 S.W. 104th Street
Miami, Florida 33156

Miami-Dade Community College
Periodical Department
11380 N.W. 27th Avenue
Miami, Florida 33167

Marion County Schools
Professional Library
406 S.E. Alvarez Avenue
Ocala, Florida 32670

Florida Technological University
Library
Orlando, Florida 32816

University of West Florida
Library - Periodicals
Pensacola, Florida 32504

Florida State Department of Education
Knott Building
Tallahassee, Florida 32304

Florida State University
Library
Tallahassee, Florida 32306

University of South Florida
Library
Tampa, Florida 33506

Georgia

Albany State College
Margaret Rood Hazard Library
Albany, Georgia 31705

Georgia Southern College
Alma Center
Alma, Georgia 31510

Georgia Southwestern College
James Earl Carter Library
Americus, Georgia 31709

University of Georgia
Library
Athens, Georgia 30601

Georgia State Department of Education
156 Trinity Avenue S.W., Room 318
Atlanta, Georgia 30303

Georgia State University
Library
104 Decatur, S.E.
Atlanta, Georgia 30303

Mercer University in Atlanta
Library
3000 Flowers Road
Atlanta, Georgia 30341

Oglethorpe College
Library
4484 Peachtree Road, N.E.
Atlanta, Georgia 30319

Augusta College
Library - Serials Section
2500 Walton Way
Augusta, Georgia 30904

West Georgia College
Sanford Library
Carrollton, Georgia 30117

Columbus College
Library
Algonquin Drive
Columbus, Georgia 31907

North Georgia College
Library
Dahlonega, Georgia 30533

Fort Gordon
Woodworth Library, Building 33500
Fort Gordon, Georgia 30905

Georgia College
Library
Milledgeville, Georgia 31061

Berry College
Memorial Library
Mount Berry, Georgia 30149

Savannah State College
State College Branch
Library-Periodicals
Savannah, Georgia 31404

Georgia Southern College
Library
Statesboro, Georgia 30458

Valdosta State College
Richard H. Powell Library
Valdosta, Georgia 31601

Hawaii

University of Hawaii
Library
Honolulu, Hawaii 96822

Church College of Hawaii
Ralph E. Woolley Library
Laie, Oahu, Hawaii 96762

Idaho

Idaho State Department of Education
200 State Office Building
650 W. State Street
Boise, Idaho 83702

Idaho State University
Library
Pocatello, Idaho 83201

Illinois

Illinois State University
Library - Serials Department
Bloomington - Normal, Illinois 61761

Southern Illinois University
Library - Serials Department
Carbondale, Illinois 62901

Eastern Illinois University
Booth Library
Charleston, Illinois 61920

Chicago State University
Library
95th Street and King Drive
Chicago, Illinois 60628

Loyola University
Julia D. Lewis Library
820 North Michigan, Room 1200
Chicago, Illinois 60611

Northeastern Illinois University
Library (CICS)
Bryn Mawr at St. Louis Avenue
Chicago, Illinois 60625

U.S. Office of Education/DHEW
Region V
226 West Jackson Boulevard
Chicago, Illinois 60607

University of Chicago
Library - Serials Records Department
Chicago, Illinois 60637

University of Illinois at Chicago Circle
Library
Chicago, Illinois 60680

ERIC Clearinghouse in Career Education
Northern Illinois University
204 Gabel Hall
Dekalb, Illinois 60115

Northern Illinois University
Swen Franklin Parson Library
Dekalb, Illinois 60115

Southern Illinois University
Lovejoy Library
Edwardsville, Illinois 62025

National College of Education
Library
2840 Sheridan Road
Evanston, Illinois 60201

Northwestern University
Library
Evanston, Illinois 60201

Western Illinois University
Memorial Library
Macomb, Illinois 61455

Moraine Valley Community College
10900 South 88th Avenue
Palos Hills, Illinois 60465

Governors State University
University Library
Park Forest South, Illinois 60466

Bradley University
Library
1501 West Bradley Avenue
Peoria, Illinois 61606

Concordia Teachers College
Klinck Memorial Library
7400 Augusta Street
River Forest, Illinois 60305

Illinois Office of Education
Media and Resources Center
100 North First Street
Springfield, Illinois 62777

Sangamon State University
Library - Documents Department
Springfield, Illinois 62708

ERIC Clearinghouse on Early Childhood Education
University of Illinois, College of Education
805 West Pennsylvania Avenue
Urbana, Illinois 61801

ERIC Clearinghouse on Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

University of Illinois
Library - Documents Division
Urbana, Illinois 61801

Indiana

Indiana University
School of Education Library
Bloomington, Indiana 47401

School Research Information Service (SRIS)
Phi Delta Kappa
8th and Union Street
Bloomington, Indiana 47401

University of Evansville
Library
Evansville, Indiana 47702

Saint Francis College
Library
2701 Spring Street
Fort Wayne, Indiana 46808

Purdue University
Library - Serials Unit
Lafayette, Indiana 47907

Ball State University
Library
Muncie, Indiana 47306

University of Notre Dame
Memorial Library
Notre Dame, Indiana 46556

Indiana State University
Cunningham Memorial Library
Terre Haute, Indiana 47809

Iowa

Iowa State University
Library
Ames, Iowa 50010

University of Northern Iowa
Library - Serials
Cedar Falls, Iowa 50613

Drake University
Cowles Library
28th and University
Des Moines, Iowa 50311

Iowa State Department of Public Instruction
Library
Grimes State Office Building
Des Moines, Iowa 50319

American College Testing Program
Library
Iowa City, Iowa 52240

University of Iowa
Library
Iowa City, Iowa 52242

Kansas

Emporia Kansas State College
William Allen White Library
Emporia, Kansas 66801

Fort Hays Kansas State College
Forsyth Library
Hays, Kansas 67601

University of Kansas
Library
Periodicals Section
Lawrence, Kansas 66044

Kansas State University
Library
Manhattan, Kansas 66506

Johnson County Community College
Educational Media Center
College Boulevard and Quivira Road
Overland Park, Kansas 66210

Kansas State College of Pittsburg
Porter Library
Pittsburg, Kansas 66762

Kansas State Department of Education
120 E. 10th Street
Topeka, Kansas 66612

Wichita State University
Library
Wichita, Kansas 67208

Kentucky

Western Kentucky University
Margie Helm Library
Bowling Green, Kentucky 42101

Kentucky Department of Education
Professional Library, ERIC Center
State Office Building
Frankfort, Kentucky 40601

Northern Kentucky State College
Library
Louis B. Nunn Road
Highland Heights, Kentucky 41076

University of Kentucky
Margaret I. King Library
Government Documents Department
Lexington, Kentucky 40506

University of Louisville
Main Library
Belknap Campus
Louisville, Kentucky 40208

Morehead State University
Johnson Camden Library
Morehead, Kentucky 40351

Murray State University
Library
Murray, Kentucky 42071

Eastern Kentucky University
John Grant Crabbe Library
Richmond, Kentucky 40478

Louisiana

Louisiana State University
Library - Social Science Division
Baton Rouge, Louisiana 70803

Louisiana State Department of Education
Research Coordinating Unit
626 N. Fourth Street
Baton Rouge, Louisiana 70804

Grambling State University
Grambling, Louisiana 71245

Southeastern Louisiana University
Sims Memorial Library
Hammond, Louisiana 70401

University of Southwestern Louisiana
Dupre Library
Lafayette, Louisiana 70501

McNeese State University
Frazer Memorial Library
Lake Charles, Louisiana 70601

Northeast Louisiana University
Sandel Library
Monroe, Louisiana 71201

University of New Orleans
Earl K. Long Library
Lake Front
New Orleans, Louisiana 70122

Louisiana Technological University
Prescott Memorial Library
Ruston, Louisiana 71270

Nicholls State University
Library
Thibodaux, Louisiana 70301

Maine

Maine State Department of Education
Planning and Evaluation, ERIC Office
State House
Augusta, Maine 04330

University of Maine
Raymond H. Fogler Library
Orono, Maine 04473

Maryland

Ann Arundel County Public Schools
Media Service
2644 Riva Road
Annapolis, Maryland 21401

Johns Hopkins University
Milton S. Eisenhower Library
Baltimore, Maryland 21218

Loyola College
Library
4501 North Charles Street
Baltimore, Maryland 21210

Maryland State Department of Education
Media Services Center
B.W.I. Airport
Baltimore, Maryland 21240

Towson State College
Albert S. Cook Library - Serials
Baltimore, Maryland 21204

ERIC Processing and Reference Facility
Operations Research Inc., Information Systems Division
4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20014

Bowie State College
Graduate Division
Library
Bowie, Maryland 20715

University of Maryland
College of Education, Room 0102
College Park, Maryland 20742

University of Maryland
McKeldin Library
Serials Division
College Park, Maryland 20742

University of Maryland - Eastern Shore
Library
Princess Anne, Maryland 21853

Montgomery County Public Schools
Educational Materials Laboratory
850 Hungerford Drive, Room A-41
Rockville, Maryland 20850

Salisbury State College
Blackwell Library
Salisbury, Maryland 21801

Western Maryland College
Library
Westminster, Maryland 21157

Massachusetts

University of Massachusetts
Graduate Research Center
Library
Amherst, Massachusetts 01002

Boston Public Library
666 Boylston
Boston, Massachusetts 02117

Boston State College
Library
625 Huntington Avenue
Boston, Massachusetts 02115

Boston University
School of Education
765 Commonwealth Avenue
Boston, Massachusetts 02215

Massachusetts Board of Education
Greater Boston Regional Education Center
Boston, Massachusetts 02133

Massachusetts Department of Education
Department Library
182 Tremont Street, 11th Floor
Boston, Massachusetts 02111

Massachusetts Teachers Association
20 Ashburton Road
Boston, Massachusetts 02108

Northeastern University
Library
360 Huntington Avenue
Boston, Massachusetts 02115

U.S. Office of Education/DHEW
Region I
John Fitzgerald Kennedy Federal Building
Boston, Massachusetts 02203

Bridgewater State College
Maxwell Library
Bridgewater, Massachusetts 02324

Northeastern University
Suburban Campus
Burlington, Massachusetts 01803

Harvard University
Graduate School of Education
Monroe C. Gutman Library
Appian Way
Cambridge, Massachusetts 02138

New England Resources Center for Occupational Education
44 Battle Street
Cambridge, Massachusetts 02138

Merrimack Education Center
101 Mill Road
Chelmsford, Massachusetts 01824

Boston College
Library
Chestnut Hill,
Massachusetts 02167

Fitchburg State College
Library
Fitchburg, Massachusetts 01420

Framingham State College
Henry Whittemore Library
Framingham, Massachusetts 01701

Lowell State College
Library
Rolfe Street
Lowell, Massachusetts 01854

Tufts University
Wessell Library
Medford, Massachusetts 02155

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

Pittsfield Regional Education Center
Project A.B.E. - LEAP
188 South Street
Pittsfield, Massachusetts 01201

Quincy Public Schools
Department of Library Services
100 Brooks Avenue
Quincy, Massachusetts 02169

Salem State College
Salem, Massachusetts 01970

Springfield College
Library
Alden Street
Springfield, Massachusetts 01109

Career Education Document Information System (CEDIS)
2 Sunlife Executive Park
100 Worcester Street
Wellesley Hills,
Massachusetts 02181

Westfield State College
Library
Westfield, Massachusetts 01085

Michigan

ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
School of Education, Room 2108
Ann Arbor, Michigan 48104

University of Michigan
General Library
Ann Arbor, Michigan 48104

Andrews University
James White Library
College Station
Berrin Springs, Michigan 49104

University of Michigan
Dearborn Campus Library
4901 Evergreen Road
Dearborn, Michigan 48128

Detroit Board of Education
Professional Library
1032 School Center Building
5057 Woodward Avenue
Detroit, Michigan 48202

Wayne State University
General Library - Education Division
Detroit, Michigan 48202

Michigan State University
Library - Serials Department
East Lansing, Michigan 48823

Genesee Community College
Charles Stewart Mott Library
1401 E. Court Street
Flint, Michigan 48503

Western Michigan University
Dwight B. Waldo Library
Kalamazoo, Michigan 49001

Michigan Department of Education
Library
735 E. Michigan Avenue
Lansing, Michigan 48933

Northern Michigan University
Marquette, Michigan 49855

Central Michigan University
Library - Documents Section
Mount Pleasant, Michigan 48858

Oakland Schools
Resource Center
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Oakland University
Kresge Library
Rochester, Michigan 48063

Wayne County School District
Professional Resource Center
33030 Van Born Road
Wayne, Michigan 48184

Eastern Michigan University
Library
Ypsilanti, Michigan 48197

Minnesota

Bemidji State College
Clark Library
Bemidji, Minnesota 55601

Mankato State College
Memorial Library
Maywood & Ellis Street
Mankato, Minnesota 56001

University of Minnesota
Library - Serials Records Divison
Minneapolis, Minnesota 55455

Moorhead State College
Library - Serials Department
Moorhead, Minnesota 56560

St. Cloud State College
Library
St. Cloud, Minnesota 56301

College of St. Thomas
O'Shaughnessy Library
Summit and Cleveland
St. Paul, Minnesota 55105

Winona State College
Maxwell Library
Winona, Minnesota 55987

Mississippi

Delta State University
Library
Cleveland, Mississippi 38732

Mississippi State College for Women
J. C. Fant Library
Columbus, Mississippi 39701

University of Southern Mississippi
Library
Hattiesburg, Mississippi 39401

Jackson State University
1325 Lynch Street
Jackson, Mississippi 39217

Mississippi Department of Education
Educational Media Service
901 Sillers Building
Jackson, Mississippi 39205

Mississippi State University
Meridian Branch
5520 Highway 19 North
Meridian, Mississippi 39301

Mississippi State University
Mitchell Memorial Library
Mississippi State,
Mississippi 39762

University of Mississippi
Library
University, Mississippi 38677

Missouri

Southeast Missouri State College
Kent Library
Cape Girardeau, Missouri 63701

University of Missouri - Columbia
University Library
Columbia, Missouri 65201

Missouri State Department of Education
Jefferson Building
Jefferson City, Missouri 65101

Missouri Southern College
Library
Newman and Duquesne Road
Joplin, Missouri 64801

Kansas City Technical Education Center
1215 E. Truman Road
Kansas City, Missouri 64106

Mid-Continent Regional Education Laboratory
Resource Center
104 E. Independence Avenue
Kansas City, Missouri 64106

U.S. Office of Education /DHEW
Region VII
601 East 12th Street
Kansas City, Missouri 64106

University of Missouri
General Library
Kansas City, Missouri 64110

Northeast Missouri State University
Pickler Memorial Library
Kirksville, Missouri 63501

Southwest Missouri State University
Library
Springfield, Missouri 65802

St. Louis Board of Education
Library Services Center
1100 Farrar Street
St. Louis, Missouri 63107

University of Missouri - St. Louis
Library - Documents Section
8001 Natural Bridge Road
St. Louis, Missouri 63121

Washington University
Library
Audio-Visual Department
St. Louis, Missouri 63130

Central Missouri State College
Ward Edwards Library
Warrensburg, Missouri 64093

Montana

Eastern Montana College
Library
Billings, Montana 59101

Montana State University
Library
Bozeman, Montana 59715

Northern Montana College
Library
Havre, Montana 59501

Nebraska

Chadron State College
Reta King Library
Chadron, Nebraska 69227

Kearney State College
Library
Kearney, Nebraska 68847

University of Nebraska
Library
Lincoln, Nebraska 68508

University of Nebraska at Omaha
Gene Eppley Library
Omaha, Nebraska 68101

Wayne State College
Library
Wayne, Nebraska 68787

Nevada

University of Nevada - Las Vegas
Library
Las Vegas, Nevada 89109

University of Nevada - Reno
Library
Reno, Nevada 89507

New Hampshire

New Hampshire Department of Education
Statehouse Annex
Concord, New Hampshire 03301

University of New Hampshire
Library
Durham, New Hampshire 03824

Plymouth State College of the University of New Hampshire
Lamson Library
Plymouth, New Hampshire 03264

New Jersey

Educational Improvement Center
Northwest New Jersey
Halko Drive
Cedar Knolls, New Jersey 07927

New Jersey Residential Manpower Center
Occupational Research Center
Building 871
Camp Kilmer
Edison, New Jersey 08817

Glassboro State College
SEIMC
Savitz Library
Glassboro, New Jersey 08028

Jersey City State College
Forrest A. Irwin Library
Curriculum Materials Center
2039 Kennedy Boulevard
Jersey City, New Jersey 07305

Rutgers University
Alexander Library
New Brunswick, New Jersey 08901

Parsippany Troy Hills Board of Education
Parsippany, New Jersey 07054

Phillipsburg Free Public Library
Phillipsburg, New Jersey 08865

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540

Monmouth County Library
Eastern Branch
Area Reference Center
Route No. 35
Shrewsbury, New Jersey 07701

Seton Hall University
McLaughlin Library
South Orange, New Jersey 07079

Rider College
Library
2083 Lawrenceville Road
Trenton, New Jersey 08602

Trenton State College
Roscoe L. West Library
Pennington Road
Trenton, New Jersey 08625

Kean College of New Jersey
Library
Morris Ave
Union, New Jersey 07083

Montclair State College
Harry A. Sprague Library
Upper Montclair, New Jersey 07042

William Paterson State College
Library
300 Pompton Road
Wayne, New Jersey 07470

New Mexico

Southwestern Cooperative Educational Laboratory, Inc.
229A Truman, N. E.
Albuquerque, New Mexico 87108

University of New Mexico
Zimmerman Library - Serials Department
Albuquerque, New Mexico 87131

ERIC Clearinghouse on Rural Education and Small Schools
New Mexico State University
University Park Branch
Las Cruces, New Mexico 88003

New Mexico State University
Library
Las Cruces, New Mexico 88001

New Mexico Highlands University
Donnelly Library
Las Vegas, New Mexico 87701

New Mexico State Library
300 Don Gaspar
Sante Fe, New Mexico 87501

Western New Mexico University
Miller Library
Silver City, New Mexico 88061

New York

New York State Library
State Education Building
Albany, New York 12224

SUNY at Albany
1400 Washington Avenue
Albany, New York 12302

Board of Cooperative Educational Services
6 South Street
Belmont, New York 14813

SUNY College at Brockport
Library
Brockport, New York 14420

Fordham University
Library
Bronx, New York 10458

James Monroe High School
1300 Boynton Avenue
Bronx, New York 10472

Lehman College
Library
Bedford Park Boulevard West
Bronx, New York 10468

Manhattan College
Cardinal Hayes Library
Periodicals Department
Bronx, New York 10471

City University of New York
Brooklyn College Library
Serials Section
Brooklyn, New York 11210

SUNY at Buffalo
Lockwood Library
Buffalo, New York 14214

SUNY College at Buffalo
E. H. Butler Library
1300 Elmwood Avenue
Buffalo, New York 14222

Board of Cooperative Educational Services
Service Center
455 Cuyuga Road
Cheektowaga, New York 14225

SUNY College at Cortland
Teaching Materials Center
Education Building, D-206
Cortland, New York 13045

Board of Cooperative Educational Services
Library
431 Philo Road
Elmira, New York 14903

Queens College
Paul Klapper Library
Flushing, New York 11367

SUNY College at Fredonia
Library
Fredonia, New York 14063

Adelphi University
Library
Garden City, New York 11530

SUNY College at Geneseo
Milne Library
Geneseo, New York 14454

Long Island University
Library
Greenvale, New York 11548

Hofstra University
Library
Hempstead, New York 11550

Cornell University
Albert R. Mann Library
Ithaca, New York 14850

Queensborough Public Library
89-11 Merrick Boulevard
Jamaica, New York 11432

St. Johns University
Library
Grand Central & Utopia Parkways
Jamaica, New York 11432

La Guardia Community College
31-10 Thomson Avenue
Long Island City, New York 11101

Board of Cooperative Educational Services
Curriculum Resource Center
County Route 64
Mexico, New York 13114

Essex, Hamilton, Warren & Washington County Areas
Educational Center
Mineville, New York 12956

SUNY College at New Paltz
Library
New Paltz, New York 12561

College of New Rochelle
Library
New Rochelle, New York 10801

Bank Street College of Education
Library
610 West 112th Street
New York, New York 10025

Baruch College
Library - Serials Division
156 E. 25th Street
New York, New York 10010

City University of New York
City College Library
Serials Division
Convent Avenue at W. 135th Street
New York, New York 10031

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Graduate Studies Division Library
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